

**AN ANALYSIS OF CODE SWITCHING USED BY TEACHER  
IN TEACHING ENGLISH OF 12<sup>th</sup> GRADE AT  
SMAN 1 TULANG BAWANG TENGAH  
IN ACADEMIC YEAR OF 2019/2020**



**A Thesis**

Submitted as a partial fulfillment of the requirements for S1-Degree

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## **ABSTRACT**

### **AN ANALYSIS OF CODE SWITCHING USED BY TEACHER IN TEACHING ENGLISH OF 12<sup>nd</sup> GRADE AT SMAN 1 TULANG BAWANG TENGAH IN ACADEMIC YEAR OF 2019/2020**

**BY  
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Code-switching is a phenomenon that exists in bilingual/multilingual societies like in Indonesia. People use more than one language to communicate including in the process of teaching English at SMAN 1 Tulang Bawang Tengah in the academic year of 2019/2020. Based on the preliminary research, the teachers practiced code-switching in order to help them in delivering materials. In the process of code-switching, the teachers practiced more Bahasa Indonesia than English and sometimes practiced their local language. The aims of this research were to investigate the types of code-switching, and the functions of teachers' code-switching.

This research was conducted through descriptive qualitative method. The researcher used purposeful sampling technique to determine the research subject. The researcher decided to choose two English teachers as the research subject. In collecting the data, the researcher used observation and interview. The researcher used data reduction, data display and conclusion drawing or verification in analyzing the data.

The findings from the data analysis indicated that the types of code-switching were found in three types: inter-sentential code-switching, intra-sentential code-switching, and tag-switching. The functions of code-switching used by English teachers were found for three functions: topic switch, affective function, and repetitive function. Moreover, there were two languages involved in the process of code-switching: English and Bahasa Indonesia.

**Keywords:** Code-Switching, Descriptive Qualitative Method, English Teaching Process





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A research thesis entitled: **"AN ANALYSIS OF CODE SWITCHING USED BY TEACHER IN TEACHING ENGLISH OF 12<sup>th</sup> GRADE AT SMAN 1 TULANG BAWANG TENGAH IN ACADEMIC YEAR OF 2019/2020**, by : **NUR SAPNA**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English in Indonesia is included in the formal education system from the elementary to the University. It means that teaching English is one of the subjects used in the curriculum used. Curriculum that complements all student learning and development. But teaching English in Indonesia is different from teaching English in a country that makes English as a mother tongue. In indonesia English is a foreign language. Indonesia is a country consisting of groups, cultures, and languages where people have the language they get from the language which in they live. The acquisition of two languages from birth on is also an important topic in the studies of bilingualism.<sup>1</sup> From this statement the language from someone's birth is mother tongue or the language that was first heard which is a regional language but after that they will meet other languages more it is important topic in the student of bilingualism.

Besides in a formal situation like at schools, that indonesian also have Bahasa Indonesia as a unity language to used that is why Indonesian people become bilingual and even multilingual when in the process of teaching English it is happen when the language changes from English to the native

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<sup>1</sup> Katja F.Cantone, *Code-Switching in Bilingual Children* (Dordrecht: Springer,2007),p.1

language of the teachers and the students. Broughton state that foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.<sup>2</sup> Therefore, foreign languages are viewed equally towards other school subjects with homework and tests for meet school grades.

Other languages must also be present in language classrooms as well as English, a situation where code switching will occur. Code-switching is an important tool of bilingualism or multilingualism. Anyone in society knows more than one language more than one language and able to speak, chooses between them according to circumstances.<sup>3</sup> Based on the statement code switching is used to help communicate and choose similar languages according to situation by people who know more than one language. Trousdale states that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire.<sup>4</sup> It means that code switching occurs

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<sup>2</sup> Geoffrey Broughton, et. Al. *Teaching English as a Foreign Language (2<sup>nd</sup> Ed)* (New York: Routledge, 1980), p.8

<sup>3</sup> Iesar Ahmad, Mohammed Mahmoud Talal, Code Switching and Code Mixing. *ELT Voice-India' International Journal for Teachers of English*, Vol.5(1), 2015, p.47, Accessed on March 20<sup>th</sup>, 2016, from [http://eltvoices.in/Volume5/Issue\\_1/EVI\\_51\\_7.pdf](http://eltvoices.in/Volume5/Issue_1/EVI_51_7.pdf)

<sup>4</sup> Trousdale, *An Introduction to English Sociolinguistics* (Edinburgh: Edinburgh University Press 2010), p.19

because of linguistic situations that make a person do two code changes in a conversation with similar linguistics. Based on the definition of the experts above code switching is a natural part of language class interaction.

Code switching is a natural phenomenon, this activity takes the teacher into a situation where they are used to switching or mixing several teacher's temporary languages as role models for students and which make students incompetent in English language skills. Based on preliminary research conducted at SMAN 1 Tulang Bawang Tengah. The researcher interviewed an English teacher and observed the English classrooms. The researcher found that English teachers there switched languages, English to Indonesian or vice versa or sometimes to their local languages such as Lampung. This is done by the teacher as a strategy to deliver the material because if you use full English, it is worried that students do not understand. According to Ms. Yuniati Al-Aida as an English teacher in class XII IPA that when she was in the class often did code switching during English lessons, especially when explaining material to the students. This is done because students have not mastered many vocabularies words in English.<sup>5</sup> So for this reason, the teacher at SMAN 1 Tulang Bawang Tengah often switch languages alternately at certain times to make students understand the subject matter. Subsequent to the preliminary

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<sup>5</sup>Yuniati Al-Aida, The English Teachers of SMAN 1 Tulang Bawang Tengah, *An Interview*, on May 20<sup>th</sup>, 2016, Unpublished

research found the example code switching used by English Teacher in the class XI IPA 2:

**(The teacher wrote an example on the white board)**

Teacher : Okay, Firnando is playing volleyball. *Firnando sedang bermain?*

Students : *Bola voli*

Teacher : Now, change into passive voice. Rise your hand number one now, later I will give you point one as usual. *Iya Firnando* is playing volleyball. Firnando is subject. This is object (Pointing the board), now change *ini* to be, *ini* subject. One of you. *Salah satu. Hanya ini aja memindah* to remind you.

The researcher concluded that the teacher there deliberately changed the language. Svendsen in her thesis about the influences of code-switching in ESL Classroom in connection to language development found that code-switching is a beneficial language strategy pertaining to pupil oral language development. Specifically, code-switching can be used as a language strategy in the classroom, as it may contribute to conversation and keep conversations to abate.<sup>6</sup>

As such, the previous researches above have difference with this research related to investigating code-switching was conducted by Rini Agustiana Nasution

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<sup>6</sup> Emelie Svendsen, *The Influences Code Switching in the Second Language Classroom in connection to Language Development* (Malmö Högskola University, 2004), Unpublished, p.26, Accessed on April 28<sup>th</sup>, 2016, from <https://muep.mau.se/bitstream/handle/2043/18110/Svendsen>



entitled “An Analysis Of Code Switching Between English And Indonesia Language In Teaching Process Of Speech On The English Department Students At The State Islamic University North Sumatera” this research focused the analysis on the issue of the functions of code-switching by lecturers. The current research had similarity with the research related to investigating code-switching was conducted by Eliya Murtafi’ah entitled “An Analysis of Teachers’ Code Switching Practice in the Process of Teaching English at SMAN 2 Padang Cermin in the Academic Year of 2016/2017” which focused on the issue of the types and the functions of code-switching by Teacher. After preliminary research, the researcher realized that the existence of native languages could not be separated from English as the target language learned, this made code switching occur. The researcher considered whether the practice of code switching by the teacher is useful or not in class. Therefore, based on the background above, researchers conducted a study of “An Analysis of Code Switching Used by Teacher in Teaching English of 11th Grade at SMAN 1 Tulang Bawang Tengah Academic Year 2018/2019

## **B. Identification of Problem**

Based on the background of problem the writer identified the problem as follow:

1. Code switching occurred during English teaching process frequently by teacher.
2. Code switching was practiced by teacher for some reasons.
3. Code switching committed by teacher involved several languages.

### **C. Limitation of the Problem**

To limit the problem of this research, the researcher analyzed the reason code switching occurred of teacher in English teaching process. The researcher look at issue such as the types of code switching, the function, and the language are involved in the process of code switching practiced by the teacher.

### **D. The Formulation of the Problems**

The formulation of the research are formulated into the follow research question as follows:

1. What are the types of code switching commonly practiced by teacher in teaching process in English classroom of SMAN 01 Tulang Bawang Tengah in the academic year 2018/2019?
2. What are the function of teacher' code switching?

### **E. The Objective and the Use of the Research**

There are two objectives of this research as follows:

1. To know and describe the types of code switching commonly practiced by teacher in English teaching process.
2. To ascertain the function of code switching practiced by teacher.

### **F. The significance of the Study**

The researcher expected the result of the research could be used:



1. Theoretically

Giving information to the readers about the practice of code switching by the teacher in classroom.

2. Practically

- a. For the Teacher

This research is expected to add insight to the teacher about type and function code switching in the classroom so that after knowing this the teacher consider and effort to reduce the switching code in teaching English.

- b. For the students

This research is expected to be useful for students to add insight into the type and function of code switching in teaching English.

- c. For the Readers

This study explains the definition, type and function of code switching that can be useful to increase the reader's insight.

## **G. Scope of the Research**

The researcher divided the scope of the research into four parts, namely:

1. Subject of the Research

The research subjects was English Teacher at SMAN 1 Tulang Bawang Tengah.

2. Object of the research

The object of research was code-switching used in the learning process at English class at SMAN 1 Tulang Bawang Tengah.

3. Time of Research

The time of this research was conducted in the first semester of the 2018/2019 academic year.

4. Place of the Research

This research had conducted at SMAN 1 Tulang Bawang Tengah.





## CHAPTER II

### REVIEW OF LITERATURE

#### A. Teaching English as a Foreign Language

We live in a time of great change. We are aware of the many changes that occur globally, including the use of languages. Today English is seen as a language that gives us access to the world as an effect of the times. Therefore, we need to learn English. Learning English in countries where English is only a foreign language may differ in how to learn English in countries where English is a second language and also different ways to teach English. In countries where English is the mother tongue. People learning English depend on the condition of the language used in their daily communication. Indeed bringing English as a foreign language to class means connecting students to a world that is culturally different from their own. This means that in the process of mastering the language, teachers must ensure that students can do it practice English well.

In a classroom, a major part of the teachers' job is to the language so that they can use it later.<sup>1</sup> Jenkins in Harmer's book suggests that we should change what we teach. Instead of conforming to a native standard such as British English students' need to learn not (a variety of) English,, but about English's, their similarities and differences, issues involved in intelligibility, the strong

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<sup>1</sup>Jeremy Harmer, *How to Teach English: An Introduction to the Practice of Language Teaching* (New York: Longman, 1997), p. 52

links between language and identity, and so on.<sup>2</sup> From this statement, it is clear that the teachers are expected to guide students to practice English. Even though English is not a language used in Indonesian society, teacher expected to master English, especially in school and during English lessons according to the curriculum that has been set. In Indonesia where people are bilingual and even multilingual, English is taught as a foreign language with the aim of increasing international communication. The most important thing in teaching English as a foreign language in Indonesia is that teachers must have good preparation before teaching, to ensure that students feel positive about learning English correctly, because the use of code switching cannot be avoided by teachers for several reasons such as the importance of maintaining student motivation to learn English when students get confused to understand the material described, lack of vocabulary, teachers consider switching languages. Use code switching in English classrooms in Indonesia is part of teaching conscious process even unconscious because of this, students will also use code switching in the classroom because the teacher does it.

## **B. Bilingualism and Multilingualism**

The phenomenon of teacher switching languages in class like in Indonesia is one of the effects of the ability to use two or more languages called bilingualism and poeticism. And also bilingualism and multilingualism



are widely used to refer to individuals who have acquired the ability to use more than one language.

## 1. Definition of Bilingualism and Multilingualism

According to Chaer bilingualism in Indonesian language called *kedwibahasaan*.<sup>3</sup> It can be understood that bilingualism or related to bilingual use by bilingual people speakers in their daily activities. This indicates that bilingual can be affected by the other person and the environment. The notion of bilingualism is especially overused in an informal way, in that a person is said to be bilingual when she knows more than one language.<sup>4</sup> This means that people who are bilingualism can be people who can speak two languages perfectly. However, just knowing a minimum of two languages is not enough to qualify as bilingual. because the condition of bilingualism is mastering two languages not just knowing Bilinguals are a heterogeneous group, as there is not one, but many possible ways to acquire two languages (different contexts, different ages, simultaneously or sequential acquisition, different language pairs).<sup>5</sup> Bilingual is a heterogeneous group, because there is no one, but many possible ways to obtain two languages (different contexts, different ages, simultaneous or sequential acquisitions, different language pairs). from this

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<sup>3</sup>Sumarsih, et.al, *Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics. English Language and Literature Studies*, Vol. 4(1), 2014, p. 78, Accessed on April 25<sup>th</sup>, 2016 from <http://www.ccsenet.org/journal/index.php/ells/article/download/34566/19693>

<sup>4</sup>Katja F. Cantone, *Code-Switching in Bilingual Children* (Dordrecht: Springer, 2007), p.1

<sup>5</sup>Naja Ferjan Ramírez, *Bilingual Language Learning in Children* Practiced by the Institute for Learning and Brain Science at University of Washington, Vol. 6(2), 2016, p.6, Accessed on maret 11<sup>th</sup> 2018, from [http://ilabs.uw.edu/Bilingual\\_Language\\_Learning\\_in\\_Children.pdf](http://ilabs.uw.edu/Bilingual_Language_Learning_in_Children.pdf)

statement it can be concluded that obtaining more than one language is in various ways, namely different contexts, different ages. This means that the opponent is speaking or language in the environment also affects the knowledge of using language. for example if the daily environment is someone who has a different language with our language, then over time we will be influenced by the language of the person we are talking to and that will make us master the language of others and our own language.

The bilingual population is a very small one, if only because of the fact that the language selected for current use is influenced by all of the other languages known by this speaker.<sup>6</sup> She also adds that even people who are in an initial stage of second language learning count as bilingual.<sup>7</sup> Based on several explanations of bilingualism above, it can be concluded that bilingualism is a study that discusses those who speak two or more languages and people who have little competence in one of four linguistic skills even in the early stages of second language learning.

Kroch and Pintzkin Braunmüller and Ferraresi state that multilingualism is an innate property of the human being, and linguistic change is due to a competition among different grammars, one of which

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<sup>6</sup>Annette M. B.de Groot, *Language and Cognition in Bilinguals and Multilinguals: An introduction* (New York: Psychology Press, 2011), p. 4

<sup>7</sup>*Ibid*

eventually gets the better of the others.<sup>8</sup> From the above definition, it can be concluded. that multilingualism is a social phenomenon in each individual's environment. Usually the language that is often used becomes a language that affects the environment. But every individual who has their own language will be brought into communication with interlocutors who have their own language.

## 2. Code

In communicating each individual must have a code. codes is particular languages, dialects, styles or variations that come out of the mouth when communicating.<sup>9</sup> Based on the explanation of the code definition every human has a dialect, style or variation that comes out of the mouth when speaking which has a different character in each individual. code can be said as someone's identity when talking to other people.

Use code during conversation is common in bilingual communities. they will use the same language can be understood in communication even though each individual has a particular code.

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<sup>8</sup>Kurt Braunmüller and Gisella Ferraresi (Ed), *Aspects of Multilingualism in European Language History* (Philadelphia: John Benjamins Publishing Company, 2003), p. 4

<sup>9</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics* (New York: Blackwell Publishing Ltd, 2006), p. 88



### C. Definition of Code Switching

In a society where communication by individuals able to speak more than one language can change the code and use their language as a resource to find better ways to convey meaning. This means that code switching is not only one phenomenon that might occur in society, but also can be a need for communication. In many situations, a speaker may shift from one code to another, intentionally or unintentionally. This shift maybe from one language to another, from one dialect to another, or from one style to another for many different reasons.<sup>10</sup> According to Scotton in Cantone, code-switching is the selection of bilinguals or multilinguals of forms from an embedded language (or languages) in the utterance of matrix language during the conversation.<sup>11</sup> From this statement it was explained that code switching is a choice from bilingualism and multilingualism based on the language carried in speech when communicating. This happens because it can be intentional or unintentional.

Meisel in Cantone states that code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within

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<sup>10</sup> Ahmad Abdel Tawwab and SharafEldin, Socio Linguistic Study of Code Switching of the Arabic Language Speakers on Social Networking, *International Journal of English Linguistics*, Vol. 4(6), 2014, p. 79, Accessed on May 20<sup>th</sup>, 2016, from <http://dx.doi.org/10.5539/ijel.v4n6p78>

<sup>11</sup> Katja F. Cantone, *Op. Cit.*, p. 57

an interactional sequence in accordance with sociolinguistics rules and without violating the specific grammatical constraint.<sup>12</sup> Meisel's statement explained that the switching code was meant to be a matter that was intentionally not a problem because it was explained that code switching was done so that the meaning of the conversation convey by the other person who had a different language. While Gardner states that code-switching refers to the use of several languages or dialects in the same conversation or sentence by bilingual people.<sup>13</sup> It means that code switching occur by bilingualism for used of dialect in the conversion.

Based on the definitions from the experts above, the researcher concludes that code-switching is the ability of bilinguals or multilinguals to select the use of several languages or dialects in the same conversation or sentence according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating specific grammatical constraint.

Code-switching is considered as a sociolinguistic phenomenon, a linguistic product of language contact, determined in various ways by the social circumstances in which it occurs and it is often considered that the code-switching patterns found in any given context represent a choice among

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<sup>12</sup> *Ibid*

<sup>13</sup> Penelope Gardner-Chloros, *Code-Switching* (New York: Cambridge University Press, 2009), p.4

grammatical options, which are themselves defined by the contributing languages.<sup>14</sup> According to Holmes Code switching happens when speakers shift from one language to another whether it is only one word, utterance and even one sentence.<sup>15</sup> Definition from expert above, code-switching is the phenomenon that exists in bilingual or multilingual societies where people have the opportunity to use or alternate several languages in conversation in a community that is used as a strategy to express social meaning without violating the specific grammatical constraint. In other words to communicate.

#### **D. Types of Code Switching**

Three types of code-switching by Poplack they are tag switching, inter-sentential switching and Intra-sentential switching.

##### **a. Tag –Switching**

This type of code-switching normally occurs at boundaries as an intensifying strategy to emphasize the utterance, hold the listeners' attention, and move the action forward.<sup>16</sup> This type of code switching usually occurs at boundaries as a strategy that intensifies to emphasize speech, switching tags do not change the meaning of speech. For example code switching Indonesian and English:

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<sup>14</sup> Penelope Gardner-Chloros, *Op. Cit*, p. 65

<sup>15</sup> Thomas Wahyu Prabowo Mukti, Retno Muljani, Code Switching in the Instructions of English Language Education Study Program Lecturers. LLT Journal Vol. 19 No. 1, p. 47, accessed on April 1<sup>st</sup>, 2016, from <http://e-journal.usd.ac.id/index.php/LLT/article/view/311/266>

<sup>16</sup> Josiane F. Harmers, Michel H. A Blanc, *Bilinguality and Bilingualism* (Australia: Cambridge University Press 1989), p. 259



-*Kemarin kita sudah membahas halaman 87, right?*

(yesterday we discussed the page 87, right?)

-OK. *Saya ikut kamu aja.*

(OK. I am just follow you)

b. Intrasentential code-switching

Intrasentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary.<sup>17</sup> In this types the language switch occurs at sentence boundaries. This is seen most often between fluent bilingual speakers occurs in a range of sentences such as the first sentence using language A and the second sentence in language B. For Example code switching English and Indonesia:

- You can try to study harder *Saya akan membantu kamu.*

(you can try to study harder I will help you)

-I told you many times *Harusnya kamu menegrti!*

(I told you many times. You have to understand!

c. Intersentential code-switching

Intersentential code-switching, or switch at clause/sentence boundary,

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<sup>17</sup> *Ibid,*

one clause being in one language, the other clause in the other.<sup>18</sup> This type where language changes occur at the sentence level, where each clause or sentence is in one language or another. For example code switching Indonesian and English:

A: Do you have Homework?

B: *Gak ada ms!*

( A: Do you have Homework?)

(B: Nothing ms!)

Based on above opinion can be concluded that there are three types of code switching. They are: inter-sentential switching, intra-sentential switching, and tag switching. In inter-sentential transitions, the codes are diverted between sentence boundaries or clauses. While in intra-sentential movement, the codes are transferred within the boundaries of the sentence. Then, in transferring tags, there are inserting tag or word phrases, or both, from language B to A.

## **E. Function of code Switching**

### **a. Functions of Code-Switching in Bilingual Community Context**

Code switching occurs during a conversation. This means that there are certain goals in conducting code switching when communicating or speaking in various contexts. Before considering the function of code switching from a class perspective, it would be more appropriate to deal with the use of code switching in its natural context, in other terms its function in bilingual

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<sup>18</sup> *Ibid*, p.260

individual discourse.

The function of code switching is that it is intimate interpersonal relationships among members of the bilingual community. Holmes provides a more comprehensive list of code switching and categorizes its functions as follows:

#### 1. Participants

When there is the arrival of a new person in a social situation, members of the social group will code-switch either to take positive account of the company of a new member or to exclude the new member from the group's discussion.

#### 2. Solidarity

Speakers sometimes code-switch to signal shared ethnicity or social group with a certain addressee.

#### 3. Status

Speakers alternate the formal or informal standards of a language based on the status of their addressees. For example, an employee would use a formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.

#### 4. Topic

Speakers sometimes code-switch in order to quote a certain



saying in a culture which meaning cannot be entirely translated into another language. It is known as switching for referential purpose.

#### 5. Switching for affective functions

Code-switching is used to express affective meaning apart from a referential function. Holmes states that sometimes addressees do not need to understand the words to receive affective effect because it can be achieved by local pronunciation.

#### 6. Metaphorical switching

This function of code-switching draws on associations of both codes. Speakers who have high proficiency in more than one code will switch like metaphor to enrich communication.

#### 7. Lexical borrowing

When a language reflects a lack of vocabulary which can be replaced by another language, code-switching occurs. This often happens when speakers fail to find an appropriate word to be used in a second language and need to borrow from the first language.<sup>19</sup>

From Holmes, it can be concluded that there are seven functions of code switching in a bilingual context. They are: Participants (there are new social situations, members of social groups will be transferred), solidarity (to

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<sup>19</sup>Janet Holmes, *An Introduction to Sociolinguistics*(4<sup>th</sup> Ed) (New York: Routledge, 2013), p. 34-43

give joint or social ethnic cues), status (based on language based on their address status), topics (switching for referential purposes), switching to functions affective (to express affective meanings other than referential functions), switch metaphorically (drawing on associations from both codes to enrich communication) and logical borrowing (to find the right words to use in a second language).

**b. The Functions of Teachers' Code Switching**

In the case of classroom activities, the use of code switching by teachers is not always done consciously, which means that the teacher is not always aware of the functions and results of the code switching process. Therefore, this can be considered as spontaneous and unconscious behavior. However, whether consciously or not, it must serve several basic functions that might be useful in a language learning environment. Teacher use code switching strategies as a means to give students the opportunity to communicate and improve student understanding. No need to spend a lot of time explaining to students or looking for the simplest words to clarify the confusion that might arise. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult.

### 1. Topic Switch

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of the native tongue. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear.

### 2. Affective Functions

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher.

### 3. Repetitive Function

In this case, the teacher uses code switching in order to transfer the



necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors. A learner who is sure that the instruction in the foreign language will be followed by a native language translation may lose interest in listening to the former instruction which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly.<sup>20</sup>

Based on Mattson and Burenhult, there are three functions of teachers' code-switching. They are: topic switch, affective functions, and repetitive functions. Topic switch occurs when the teacher alters his/her language according to the topic that is under discussion. While affective function used by the teacher in order to build solidarity and intimate relations with the students. Then, repetitive function used by the teachers to transfer the necessary knowledge for the students for clarity.

### **c. Analysis of Code-Switching in EFL Classroom**

The existence of code-switching cannot be separated from a foreign language classroom because the teachers and the students have their own mother language to speak. Supporting the existence of code-switching in

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<sup>20</sup>Mattson and Burenhult in OlcaySert *Op.Cit* , p.2-3

language classrooms, an analysis is needed to examine the data and the fact that uncover and understand the cause-effect relationship, thus providing the basis for problem-solving and decision making of code-switching. Blackburn defines analysis as the process of breaking a concept down into more simple parts, so that its logical structure is displayed.<sup>21</sup> From the definitions above, the researcher constructs that analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into more simple parts.

In a foreign language classroom, teachers are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code switching.<sup>22</sup> Gal says that code-switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.<sup>23</sup> While Bullock and Toribio state that code-switching is the ability on the part of bilinguals to alternate effortlessly between their two languages<sup>24</sup>

Meanwhile, Line in her study, defines classroom code-switching as

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<sup>21</sup> Robert Audi (Ed), *Cambridge Dictionary of Philosophy (2<sup>nd</sup> Ed)* (New York: Cambridge University Press, 1999), p. 25

<sup>22</sup> Ronald Wardhaugh, *Op. Cit*, p. 101

<sup>23</sup> *Ibid*

<sup>24</sup> Barbara E. Bullock and Almeida Jacqueline Toribio (Ed), *The Cambridge Handbook of Linguistic Code-switching*, (New York: Cambridge University Press, 2009), p.1

an alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students.<sup>25</sup> This capacity is truly remarkable and invites scientific and scholarly analysis from professionals, but, at the same time, generates a great deal of pointed discussion that reflects popular of the nature of code-switching in particular and bilinguals more generally.

From the definitions above, it can be concluded that code-switching is a conversational strategy used in the foreign language classroom to alternate effortlessly between their two languages by the teachers and the students. According to explanations of the experts about analysis and code-switching, the researcher draws a conclusion of an analysis of code-switching in the classroom. As an analysis is a process of breaking up a concept, proposition, linguistic complex, or fact into more simple parts by whatever method and code-switching is the ability to use more than one language in a conversation. So, analysis of code switching in the foreign language classroom is the process of breaking up a concept of code-switching to be the more simple part. In this research, the researcher analyzes this phenomenon in order to find out the use of teachers' code-

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<sup>25</sup>EngkuHaliza, et. al, Code Switching in English as a Foreign Language Classroom: Teachers' Attitudes. *Journal of English Language Teaching*, Vol. 6(7), 2013, p. 140, Accessed on May 20<sup>th</sup>, 2016, from <http://www.ccsenet.org/journal/index.php/elt/article/view/28012>

switching by analyzing the types, the functions, and the language involves in the process of code-switching practiced by the teacher.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research design is the conceptual structure with in which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data.<sup>1</sup> From this statement research design means a system or technique and how to collect data as needed, In this research, the researcher use descriptive qualitative research. Qualitative research entails collecting primarily textual data and examining it using interpretative analysis.<sup>2</sup> Researcher used this technique means interpreting a situation that is related to the problem being examined to obtain data.

As qualitative researcher believe that meaning is socially constructed, their research focus is on the participants and on how participants' experience and interact with a phenomenon at a given point in time and in a particular context, and the multiple meanings it has forthem.<sup>3</sup> In short, descriptive qualitative research selected by researcher because this study describes the phenomenon that occurs from communication carried out by students during the teaching process in the classroom. It is relevant to research because researcher

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<sup>1</sup>C. R. Kothari, *Research Methodology; Methods and Techniques* (2<sup>nd</sup> Revised Ed) (Jaipur: New Age International Publisher, 2004), p. 31.

<sup>2</sup>Juanita Heigham and Robert A. Croker, *Qualitative Research in Applied Linguistics: A Practical Introduction* (London: Palgrave Macmillan, 2009). p. 5.

<sup>3</sup>*Ibid*, p. 7.

do not treat the subject of research, but interpret them as they are. With this qualitative research, the researcher focuses on analyzing the practice of teacher code switching in the process of teaching 11<sup>th</sup> grade English at SMAN 1 Tulang Bawang Tengah in the academic year 2018/2019. This research is carried out by teacher, code switching, and the languages involved in the process of code-switching.

## **B. Research Subject**

### **1. Population**

According to Lodico, A population is the wider group of individuals about which the researcher wants to make statements.<sup>4</sup> Moreover, Sugiyono explains that population is the whole subject or object of the research that has quality and particular characteristic.<sup>5</sup> Thus, the population is a group of individuals that can be used as objects or subjects that can be used by researcher as a source of information. In this research, the population as the subject and as the source of the data from teacher at SMAN 1 Tulang Bawang Tengah.

### **2. Sampel**

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<sup>4</sup>Marguerite G.Lodico, et al, *Methods in Educational Research: From Theory to Practice (Research Methods for the Social Sciences)*, (San Fransisco: Jossey Bass, 2006), p. 140

<sup>5</sup>Sugiyono, *Metodependidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta Bandung Publisher, 2017), p. 215

Lodico explain that a sample is a smaller group selected from a larger population (inthis case, a realistic population) that is representative of the larger population.Samples allow researcher to work with a smaller, more manageable subgroup of the realistic population.<sup>6</sup> Moreover, Sugiyono explains that sample is part of the characteristics of the population that represents its population.<sup>7</sup>In conclusion, a sample is a smaller group of individuals selected from a population to conduct research. The sample of this research that is English teacher XI IPA 2 at SMAN 1 Tulang Bawang Tengah.

### 3. Sampling Technique

According to Sugiyono, there are two categories of sampling technique which are probability sampling and non-probability sampling. Probability sampling is a sampling technique that gives the same chance to the members of the population to become samples while non-probability sampling does not.<sup>8</sup> Probability Sampling includes simple random sampling, proportionate stratified random sampling, disproportionate stratified random, sampling area (cluster) sampling.<sup>9</sup> A non-probability sampling includes systematic sampling, quota sampling, accidental sampling, purposive sampling, and snowball sampling.<sup>10</sup>

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<sup>6</sup>Marguerite G.Lodico, *et.al.*, *Op.Cit.*,p.143

<sup>7</sup>Sugiyono, *Op.Cit.*,p.215

<sup>8</sup>*Ibid.*,p.217

<sup>9</sup>*Ibid.*,p.218

<sup>10</sup>*Ibid.*,p.218

In this research, the research use purposive sampling. Purposive sampling is a technique for sampling data sources with certain considerations. These considerations are for example the person who is considered to know the most about what we expect. The researcher use this technique to make it easier for get information that is suitable with the purpose of the problem.

### **C. Data Collecting Technique**

In this study, researcher used observation and interviews to collect data. Data will be collected by observing English classrooms to find appropriate information to obtain research goals. These data will be collected from English teacher activities in the classroom. Then, the data will be interpreted and transferred to the observation form. To support the completeness of the data, video recorders are used as an additional observation method. This will be used as an authentic document. Researcher interact and interview to collect data using a voice recorder to store data to be analyzed. Interviews are needed to ensure data validity.

#### **1. Observation**

Observation is a major data collection tool in a qualitative research. Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting.<sup>11</sup> It means that observations are obtained from natural settings that allow researcher to draw conclusions that occur in the

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<sup>11</sup> Juanita Heigham and Robert A. Croker, *Op. Cit*, p.166



meaning and point of view of events and processes that occur. In this study, researcher non-participants with structured observation. Researcher use passive participation's observation. Susan state that a passive participation means the research is present at the scene of action but does not interact of participate.<sup>12</sup> So in this case the researcher comes at the place of activity of the person or thing that was observed but not involved in the activity. The researcher only looks at and done video record the place of activity. She also said that in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities.<sup>13</sup> It means to know what types of code-switching occurred in the classrooms, the functions of teacher code switching will practiced, and what languages will involved in the process of code switching. The researcher used specification as follows:

**Table 1**  
**Specification of Observation**

Types of Code-switching	Sentences	Functions of Code-switching		
		Topic Switch	Affective Function	Repetitive Function
Intra-sentential Switching	1. 2. 3. 4...			
Inter-sentential Switching	1. 2. 3. 4...			
Tag Switching	1. 2.			

<sup>12</sup>Sugiyono, *Op.Cit.*, 227

<sup>13</sup>*Ibid*, p.227

	3.			
	4...			

*Modified from Poplack, 1980 and Sert, 2005*

## 2. Interview

The researcher was conduct interviews with teacher after making observations of one teacher to exchange information and idea trthrough question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>14</sup> The researcher was conduct an interview to find out more about the functions code switching of teacher in the class. The type of interview question used in this study is a semi-structured interview that allows researcher to get more data needed because the purpose of the semi-structured interview is to find the problem openly, in the interview the researcher listens carefully and records what the informant said. According to Sugiyono, there are three interview instruments: notebooks, tape recorders, and cameras.<sup>15</sup> In this study, the notebook serves to record all conversations with data sources. The voice recorder serves to record all conversations or conversations. A camera serves to take pictures if the researcher is talking with an informant or data source. The researcher used the specification of interview as follows:

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<sup>14</sup>*Ibid*, p.231

<sup>15</sup>*Ibid*, p. 239

**Table 2**  
**Specification of Interview**

No	Component of Interview	No. Item
1	To know the practice of code-switching generally in teaching English activity by the teacher.	
2	To know the types of code-switching practiced by the teacher.	
3	To know the functions of code-switching that may help teacher' duty in teaching English.	

#### **D. Research Procedure**

First, researcher identified research problems. In this step, the researcher observes the English class to find out the phenomenon of code switching. Secondly, researcher reviewed the literature. It means that researcher have several basic theories relating to research. Theories about code switching are used in this study. The third step of this research is to determine the objectives for this study. The purpose of this study to answer research questions made by researcher. The fourth procedure is collecting data. The researcher collects data by observing activities in the classroom from the results of these observations researcher was conducted interviews based on the results of observations in the classroom teaching process. The next step is to analyze and interpret the data. This step carry out by researcher

after collecting data. The researcher draws conclusions, represented in tables, images and images to summarize them and explain conclusions in words to provide answers to research questions. The final step is to report and evaluate the research. After conducting research, the researcher wrote a written report.

#### **E. Trustworthiness of Data**

Although qualitative research is subjective research, researcher must also present real data. Here, the validity of the data must be stored to obtain accurate conclusions. Validity depends not only on data collection and analysis but also on how to express and communicate conclusions. In addition, to maintain validity and obtain valid and accurate data, researcher will use triangulation. Triangulation is a technique of collecting data that is a combination of various existing data collection techniques.

According to Setiyadi, Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of a single method in collecting the qualitative data is often considered not enough.<sup>16</sup> It means triangulation is used to strengthen or believe the data generated.

1. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in

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<sup>16</sup>Ag.Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.246



the same time with the different group but in the longitudinal, data collection

carried out by the same group with different time.

2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method, the researcher used the different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it was done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with the different approach, namely quantitative and qualitative so the researcher collected the both of data from those approaches.<sup>17</sup>

In this research, researcher used triangulation methods to get more accurate data to analyze. In the triangulation method, researcher used observation and interviews to find out the data needed. Observation is focused on the practice of student code switching which is intended to determine the type of code switching,

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<sup>17</sup> *Ibid*, p.346-347

its function, and the language involved in the class. Interviews with English teacher of XI IPA 2 was conducted to obtain data that could be used to ascertain the results of observations. Observations will make more than once, meaning triangulation time will use in this study. By applying this triangulation, researcher hope the results of this study are accurate because data is collected more than once and more than one data method.

## **F. Data Analysis**

The researcher analyzed the data obtained from observations and interviews. Data analyzed using qualitative descriptive methods. The result of data recording will be changed into written transcripts, and then data were identified, selected, and also classified. According to Miles and Huberman there are three major phases of data analysis as three concurrent flows of activity: (1) data reduction, (2) data display, and (3) conclusion drawing/verification.<sup>18</sup>

### **1. Data Reduction**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting or transforming the data that appears in the full body (body) of written-up field notes, interviews transcripts, documents, and other

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<sup>18</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications, 1994), p.13

empirical materials.<sup>19</sup> In this case, data from observations are transcribed into written transcripts. Then, transcripts are identified to determine speech which is considered as a phenomenon of code switching and speech that does not contain code switching. Then the researcher determines the type of code switching, the function of switching code and the language involved from the observation

## 2. Method of Analyzing the Data

Steps that will be taken to analyze the data according to Sudaryanto are follows:

- a. The research have Read the script that has been written from the observation.
- b. And than, the research has been Chosen the statements or utterances which have the characteristics of code switching by the script.
- c. After that, Classify the data based on the types of the use of code switching. The analysis uses the three types of code switching based on Poplack's theory.
- d. The research declared the types and the function of code switching sample that are found in the script.<sup>20</sup>

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<sup>19</sup>*Ibid*

<sup>20</sup> Sugiyono, *Op.Cit*, p.300

### 3. Data Display

After reducing and analyzed the data, the next activity was displayed the data to be clear and simple. Data Display can be done by narrative form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it be more easily understood.<sup>21</sup> In this study, the data that has been reduced is then described as research data containing code switching in table form.

### 4. Conclusion Drawing

The third stream of analyzing activity is conclusion drawing and verification.<sup>22</sup> After analyzing the data, the researcher draws conclusions about the practice of student code switching in the process of teaching English. It can be concluded that there are three steps in qualitative research to report the results. The first data reduction method summarized by data researcher, chose to focus on the things that purpose of the problem. The second step is to display the data described in the form of narratives and tables to make it easier to understand. The last is a picture of the conclusion that the researcher concluded the data after analyzing it.

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<sup>21</sup>*Ibid*, p.249

<sup>22</sup> Matthew B. Miles and A. Michael Huberman, *Op Cit*, p.31





## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Data Analysis

The researcher was analyzed the data obtained from observation and interview the English Teacher. The obtained data was analyzed by using the mode from Miles and Huberman through the following steps: data reduction, data display, and conclusion drawing or verification.

##### 1. Data Reduction

Data reduction is the first component in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>1</sup> In this research, the researcher used observation and interview to collect the data.

##### a. Analysis of the Observation

The researcher carried out observation in two session using video recorder to find out the types and the functions in the process of code-switching practiced by the teacher. The observation was started on

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<sup>1</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

october 16<sup>th</sup>, 2019 until october 23<sup>th</sup>, 2019. The data from the observation, a video recording firstly was transcribed into the written transcript. Then, the transcript was identified to determine the utterances which were considered as the code-switching phenomenon and the utterances which were not contained code-switching. Through the data reduction, the utterances which were not contained code-switching were omitted, so that the utterances which were contained code-switching left. The data which had been reduced and described was classified into specific groups based on the research focus into the observation form.

Based on the observation employed in two sessions, the researcher found that there was a total of switches in the data set: 42 inter-sentential switching, 74 intra-sentential switching, and 30 tag switching practiced by the teachers. For the functions of code-switching, it was found that there were 122 times represent topic switch, 5 times were identified as affective function, and 19 times as repetitive function. The researcher also found that there were four languages involved in the teacher' practice of code-switching. They were English and Bahasa Indonesia.

### **b. Analysis of Interview**

To validate the data of observation, the researcher employed an interview to the teacher to get more information about the types of code-switching and the functions and in the process of code-switching practiced by the teacher in the classroom. The Interview was conducted on October 14<sup>th</sup>, 2019. There were five questions that the researcher asked the teacher. The first point of the interview was to know the practice of code-switching generally in teaching English and the languages used by the teacher. The second point of the interview was to know the types of code-switching practiced by the teachers. The third point of the interview was to know the functions of code-switching that may help teachers' duty in teaching English.

The result of the interview can be seen in the Appendix. From the result of the interview, the researcher concluded that in the process of teaching English, the teacher practiced code-switching in order to help the Teacher in delivering the materials. The teacher mostly use Bahasa Indonesia besides English. The types commonly used by the teachers fulfilled the three types of code-switching proposed by Poplack. They were inter-sentential switching, intra-sentential switching, and tag switching. Then, they also practiced code-switching according to the topic that was under discussion, to build solidarity and intimate relations with the students, and to transfer necessary knowledge. It can be

concluded that the teachers' code-switching practice had fulfilled the three functions of teachers' code-switching based on Mattson and Burenhult: topic switch, affective functions, and repetitive functions.

### **1. Data Display**

Data display is the second component in the model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.<sup>2</sup> In this research, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table.

#### **a. Observation**

The observation consisted of three main points to be found. They were the types of code-switching and the functions of teacher' code-switching in the process of code-switching by the teacher. Based on the data reduction, the data found were displayed in the form of table below:

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<sup>2</sup> *Ibid.*p.11

**Table 3**  
**Types of Code-Switching Practiced by the Teachers**

Subject	Session	Types of Code Switching		
		Inter Setential Switching	Intra Setential Switching	Tag Switching
Teacher	1	18	42	15
	2	24	32	15
Total		42	74	30

Table 3 above showed the teacher practiced 42 of inter-setential switching: 18 occurred in the first session – 24 occurred in the second session. 74 practiced of intra-setential switching: 42 occurred in the first session – 32 occurred in the second session. 30 practiced of tag switching: 15 occurred in the first session – 15 occurred in the second session. As can be seen at the table above, the most frequently code switching type practiced by the English teachers at SMAN 1 Tulang Bawang Tengah is Intra sentential switching.

The data about the functions of code-switching showed all the functions of code-switching proposed by Mattsson and Burenhult, i.e. topic switch, affective function, and repetitive function showed in the table below:



**Table 4**  
**Functions of Teachers' Code-Switching**

1Subject	Session	Function of Code Switching		
		Topic Switch	Affective Function	Repetitive Function
Teacher	1	63	5	8
	2	59	0	11
Total		122	5	19

Table 4 above showed the functions of teacher' code-switching practice in the process of teaching English. From the table, it can be seen that teacher practiced code-switching which consisted of all three functions mentioned by Mattsson and Burenhult. They are 122 of topic switch: 63 occurred in the first session – 59 occurred in the second session . 5 practiced of affective Function: 5 occurred in the first session – 0 occurred in the second session. 19 practiced of tag repetitive function : 8 occurred in the first session – 11 occurred in the second session. From the data above, it can be concluded that the English teachers at SMAN 1 Tulang Bawang Tengah practiced code switching mostly for expression of emotions. by the teacher in order to build solidarity and intimate relations with the students.

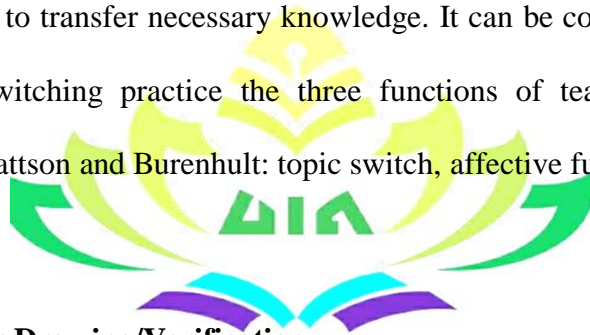
## **b. Interview**

To validate the data of observation, the researcher carried out an interview which the result can be seen in the table 6 below:

**Table 6**  
**Interview Result**

<b>No.</b>	<b>Conclusion of Teachers' Answer</b>
1.	The process of teaching English is challenging for the teacher. Because the English is not daily language for student, it became make the teacher practice code switching code switching.
2.	The some students can not pay understand in the process of learning when the instructions pack in full English.
3.	The teacher most use Bahasa Indonesia besides English.
4.	The teachers switched the language by inserting the word in the sentence, using English and then another language, or mixing the language in one sentence. Depend on situation.
5.	The functions of code-switching have beneficial for the students in classroom because it will help the students to understand the materials explained by the teacher. And for build the solidarity to students.
.	

From the result of the interview, the Researcher can be said that the teacher realized used code switching in teaching process to make the understand about the material. The teacher used Bahasa Indonesia besides English depend on situation because not all students understand about the English very well. So, the important thing the Teacher used code switching in classroom. The types commonly used by the teacher carried out the three types of code- switching proposed by Poplack. They were inter-sentential switching, intra-sentential switching, and tag switching. Then, they also practiced code-switching according to the topic that was under discussion, to build solidarity relations with the students, and to transfer necessary knowledge. It can be concluded that the teacher' code- switching practice the three functions of teacher' code-switching based on Mattson and Burenhult: topic switch, affective functions, and repetitive functions.



## **2. Conclusion Drawing/Verification**

Conclusion Drawing/Verification is the third component in the model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three main points: the types of code-switching commonly practiced by the teachers, the functions of teachers' code-switching, and the languages involved in the process of code-switching.



### **a. The Types of Code-switching Commonly Practiced by the Teachers**

The data about the utility of code-switching in the classroom which had been obtained from observation and interview showed all the types of code-switching proposed by Poplack simply occurred in the classroom. The first type was inter-sentential code-switching. The second type was intra-sentential code-switching or the translation or the substitution of a word or phrase within a single sentence. Where the last one implicated the switching fillers which most of them are discourse markers or verbal formulation for the class management or material instruction, this type was called tag-switching.

### **b. The Functions of Teachers' Code-Switching**

After conducted the observation and interview, the researcher found that there were three functions of teachers' code-switching occurred in the process of teaching English. It was relevant to the theory of Mattson and Burenhult who mentioned three functions of teachers' code-switching in the classroom, they were: topic switch, affective functions, and repetitive functions.

## **B. Discussion of Findings**

In this part, the researcher would like to discuss the research findings from observation and interview. The researcher explained the data using Poplack's Theory. The Types of Code-switching Commonly Practiced by the Teacher



The first type was inter-sentential code-switching which occurred at a clause or sentence boundaries. The second type was intra-sentential code-switching or the translation or the substitution of a word or phrase within a single sentence. Whereas, the last one involved inserting a tag or fixed word in one language into an utterance that is otherwise entirely in another language, this type called as tag-switching. 42 inter-sentential switching, 74 intra-sentential switching, and 30 tag switching practiced by the teachers. These types will be explained specifically in the following sentences below:

a. **Inter-sentential Switching**

Intersentential code-switching, or switch at clause/sentence boundary, one clause being in one language, the other clause in the other.<sup>3</sup> This type of code-switching frequently appeared 42 times that 18 times in first session and 24 times in second session in the classroom likely for two aims. Firstly, it could help the teacher in delivering the information and instruction, thus the materials or the instructions were expected become easier to be understood by the students. Secondly, it could appeared also in the teachers' attempt to get respond from the students about the information or instruction which had been explained. The example of inter- sentential switching can be seen in below:

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<sup>3</sup> Josiane F. Harmers, Michel H. A Blanc, *Bilinguality and Bilingualism* (Australia: Cambridge University Press 1989),p.260

- (1) Teacher: From the title can you imagine what we are going to be what ee going to be discussed a give of love. *kira-kira apasih yang mau di bicarakan ini?*
- (2) Teacher: How you can understand the text if you don't know the meaning of some word of them. *Kalau kita ada kata yang kita gak tau gak mungkin kita mau memahami.*
- (3) It is of course we discussed about moral value, social function of the text. *Manfaatnya dari membaca text itu apa?*

From the example above that is Inter sentential switching because the teacher speak two language in one utterance. It called code switching because the teacher has a completed sentence for example (1) in one language in this case English "From the title can you imagine what we are going to be what ee going to be discussed a give of love" and than the teacher switches to another language in the next sentence in this case Indonesian "*kira-kira apasih yang mau di bicarakan ini?*". In example (2) in one language in this case English "How you can understand the text if you don't know the meaning of some word of them" and than the teacher switches to another language in the next sentence in this case Indonesian "*Kalau kita ada kata yang kita gak tau gak mungkin kita mau memahami*". In example in number 4 the teacher switches when explaining the material to students by using English in the first sentence "It is of course we discussed about moral value, social function of the text" and using Indonesian in

the next sentence "*Manfaatnya dari membaca text itu apa?*" in the sentence "*Manfaatnya dari membaca text itu apa?*" the teacher does L1 and L2 in one sentence on the type of Inter Sentential switching that is tucked in an English word which is the word "text" in the Indonesian sentence.

### **b. Intra-sentential Switching**

Intrasentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary.<sup>4</sup> This type was applied 74 times that 42 times in first session and 32 in second session by the teacher through switching the two language in one sentence. The purpose of this types was to assist the students in understanding the menaing of difficult English words while explaining certain topic. This pattern was mentioned in below:

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- (1) Teacher: good *itu* adjective *yaa Kalau* god *kan dia ke* noun.
- (2) *Sebelum kesana saya mau* I want to tell you about the objective *terlebih dahulu*.
- (3) *Jadi you baca nanti kita lihat kita* observed start from *wordnya, kemudian* main idea from the text *kemudian social functionnya*.

In the example (1) intra-sentential switching was committed by using Bahasa Indonesia as the attempt to explain the material the different word about adjective and noun to the students. In (2), the switches language was to explain deeply about the objective. In sentence (3) the teacher does intra setential switching where the teacher use two languages in one sentence and enter two

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<sup>4</sup> *Ibid*,

languages in one word “*functionnya*”.

### c. Tag Switching

This type of code-switching normally occurs at boundaries as an intensifying strategy to emphasize the utterance, hold the listeners' attention, and move the action forward.<sup>5</sup> This type of code-switching means inserting a tag in one language to an utterance that is otherwise in another language. It was found the Bahasa Indonesia fillers used within English sentences and conversely, there was also the possibility of the use of English fillers into Bahasa Indonesia. Furthermore, a tag can be moved freely in a sentence, they did not have syntactic constraints. It was frequently found 30 times that 15 times at first session and also 15 times at second session by using English fillers: okay, now, good and Bahasa Indonesia fillers: *kemudian, ya, oke, jadi silahkan iya kan, nah* These fillers occurred one after another between English into Bahasa Indonesia or vice versa. The examples were stated in bellow:

(1) Continue, Helped *Ya*?

(2) Please! Go up, *silahkan*

(3) *Oke*, maya tell your friend what the result of your group discussion

From the examples above are code switching a tag like switch (in English Indonesian). It is mean that switching happens when the teacher inserted short expression( tag) from different language at first or the end the utterance. The findings were relevant with the previous research findings. In (1) the teacher

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<sup>5</sup> *Ibid*, p.259

inserted a short expression (tag) in the word "Ya" at the final in utterance. In (2) the teacher inserted a short expression (tag) in the word "*silahkan*" at the final in utterance. In (3) the teacher inserted a short expression (tag) at the first of sentences "*oke*" then used English in the sentence after the short expression. The

### Functions of Teachers' Code-Switching

#### 3. The Function of Teachers' Code Switching

The researcher conducted the observation and interview to find out the functions of teacher' code-switching. The researcher found that there were three functions of teacher' code-switching occurred in the process of teaching English. It was relevant to the theory of Mattson and Burenhult who mentioned the functionality of code switching in teacher' classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions.<sup>6</sup> Functions of teacher' code-switching in the classroom, they were: topic switch that was mostly observed in grammar instruction, affective functions that switching was used by the teacher in order to build solidarity and intimate relations with the students, and repetitive functions in order to transfer the necessary knowledge for the students for clarity. For the functions of code-switching, it was found that there were 122 times represent topic switch, 5 times were identified as affective function, and 19 times as repetitive function. The following sentences explained in detail about these functions:

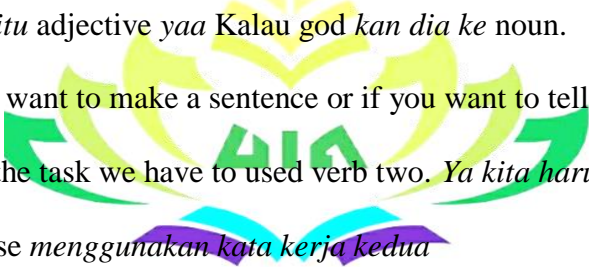
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<sup>6</sup> Mattson and Burenhult in OlcaySert *Op.Cit* , p.2-3



### a. Topic Switch

Topic Switch was found as many as 122 times that 63 times at first session and 59 times at second session . It can be seen in cases where the teacher alters his/her language according to the topic that was under discussion. In situations where grammar was instructed, the teacher shifted his/her language to the mother tongue of his/her students in dealing with particular grammar points that were being taught at that moment. The researcher found that the English teachers at SMAN 1 Tulang Bawang Tengah switched their code in the process of delivering materials related to a certain topic. The examples of Topic switching can be seen in below:

- 
- (1) Teacher: good *itu* adjective *yaa Kalau god kan dia ke* noun.
- (2) Teacher: if you want to make a sentence or if you want to tell about something that happen in the task we have to used verb two. *Ya kita harus menggunakan simple past tense menggunakan kata kerja kedua*
- (3) Teacher: Don't forget about the adverb of time *keterangan waktu nya jangan lupa kemudian ada lagi.*

From the example above in (1) teacher switch the language English with Indonesia for explaining different of adjective and noun. In (2) the teacher switch language for explaining simple past tense. In (3) the teacher switch two language in one utterance for explain about adverb of time in simple past tense.

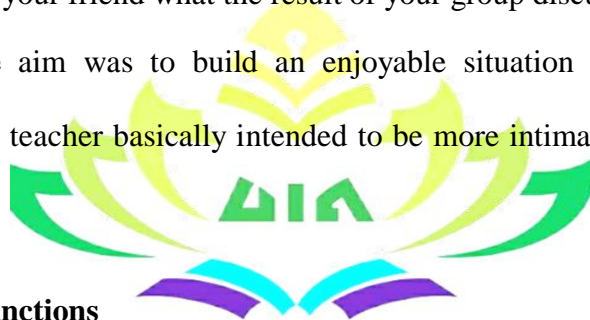
### **b. Affective Functions**

In this function that was found 5 times at the first session and 0 times at second session the English teacher used code-switching in order to build solidarity and intimate relations with the students. This function showed the fellowship between the teachers to their students. The teaching materials which had been presented in English before was often switched into Bahasa Indonesia of the students by the teacher. For example, the affective function was brought into play to make joking with the students. It can be seen below:

(1) *oke*, risa come to the front

(2) *Oke*, maya tell your friend what the result of your group discussion

In the Utterance, the aim was to build an enjoyable situation in teaching. Through this way, the teacher basically intended to be more intimate with their students.



### **c. Repetitive Functions**

Another function of code-switching in the classroom was repetitive function. It was found 19 times that 8 times at the first session and 11 at second session in this research. This function, the teacher switched their code for clarity or explaining which made student confused for some material. This function was implemented by teacher by using duplicated of the word that the teacher had said in English Bahasa Indonesia or conversely. This pattern was stated in the following examples:

- (1) what is the content of the text and you make paraphrase the text producing on your work related to the text. *Jadi konten nya sama seperti isi disana tapi bahasanya you produce sendiri ya kalimat nya anda sendiri yang membuat*
- (2) Goal, goal *kalau main sepak bola itu goal apa itu goal*

The findings were relevant with the previous research findings. Eliya Murtafiah in her thesis “An Analysis Of Teachers’ Code-Switching Practice In The Process Of Teaching English At Sman 2 Padang Cermin In The Academic Year Of 2016/2017” found that there were three functions of teachers’ code-switching. They were: topic switch, repetitive functions, and affective functions.

From the result of this research at SMAN 1 tulang bawang tengah, it was found that the use of Bahasa Indonesia in the process of teaching English caused by several factors such as the lack of motivation from the students to practice English. That is why the teacher practice code- switching in the process of teaching English. Still, in the process of code- switching, the teachers should remember the aim of teaching English based on curriculum and to make sure the students’ attitude toward the use of code- switching by English teachers in the language classroom.

### **C. Discusion**

In this section, the findings discuss all aspects to find out the results of the study. The researcher divides the results of this study into two discussions, as follows:

**1. The result of types of Code Switching used by the English Teacher in teaching English of 12<sup>nd</sup> grade at SMAN 1 Tulang Bawang Tengah in Academic Year of 2019/2020**

The researcher uses poplack theory about three types of code switching, namely intra setential switching, inter setential switching and tag switching. in this research, researchers have found types used by the teacher at SMAN 1 Tulang Bawang Tengah. In this research the teacher frequently used intra-setential switching. This suported by the result of data analysis from two videos of documentation of teacher activities in classroom. the teacher does switched her language at the sentence level.

The result was relevant with the previous researcher, Rini Agustiana Nasution in her thesis “An analysis of Code switching between English and Indonesia Language in Teaching Process of Speech on the English Departement Students at State Islamic University North Sumatera” found that the dominant type of Code switching which was done belongs to the type of Intra Setential switching. Then the other researcher, Muhmad Adna in his thesis “Code Switching as English Teaching Strategy” found that the teacher was usually inserted another language within a sentence or called as intra sentential switching.

## **2. The result of function of Code Switching used by the English Teacher in teaching English of 12<sup>nd</sup> grade at SMAN 1 Tulang Bawang Tengah in Academic Year of 2019/2020**

Mattson and Burenhult mention three functions of code switching, they are topic switch, repetitive function and affective function. In this research, affective function was dominant than the other function. It can be seen from the result of analysis, the teacher switch her language to make student more active in classroom and the aim was to build an enjoyable situation in teaching. The teacher was trying to get feedback from a student. As the result, the teacher utterances which contained code switching dominant for affective function.

This result was relevant with previous researcher, Eliya Murtafiah in her thesis “An Analysis Of Teachers’ Code-Switching Practice In The Process Of Teaching English At Sman 2 Padang Cermin In The Academic Year Of 2016/2017” the researcher found three function of code switching which were most frequently used in the classroom.











## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis, it can be concluded that:

1. The types of code-switching practice by the teacher in the process of teaching English was mainly in three types. These types were: (a) inter-sentential code-switching (code-switching occurred between sentence or clause boundaries) 42 times in two session, (b) intra- sentential code-switching (translation or word/phrase substitution within a sentence) 74 times practiced in two session, and (c) tag-switching (interactional fillers code-switching) 30 times in two session.
2. The functions of teachers' code-switching fulfilled the three function. These functions were: (a) topic switch 122 times in two session, (b) affective function 5 times in two session, and (c) repetitive function 19 times in two session.

#### B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

### 1. For the Teacher

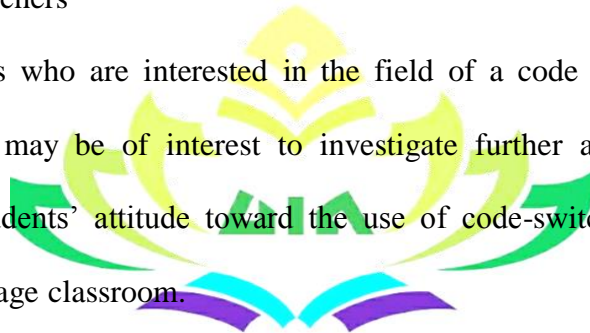
The teacher still uses code switching even. It is better if the the teacher decrease the use of code switching in classroom. So, for the Teacher it is better if limits used code Switching in classroom for add motivation to student in learn about English.

### 2. For the Students

Although the students can code switch freely and were best able to convey information to their peers and teacher about English materials, the students still need to try to practice their English in order to increase their English skills.

### 3. For next researchers

The next researchers who are interested in the field of a code switching do the research further. It may be of interest to investigate further analysis of code-switching in the students' attitude toward the use of code-switching by English teachers in the language classroom.







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### **Appendix.3 Transcription of Classroom Observation in the Resesarch**

**Observer** : The Researcher (Nur Sapna Harahap)

**Observed** : The English Teacher (Yuniati Al-Aida M. Pd)

**Day/Date** :

**Time Meeting** :First meeting

Teacher :morning class!

Students :morning

Teacher :as after you yesterday, that today we are going to discuss about narrative text. Allright? And I have given the text to you to be learn at home and you. Have you? Learn it at home?

Students : yes

Teacher : what about you? (asking the student)

Student :yes

Teacher : have you learn it? (asking a student)

Student : yes

Teacher : louder please I can't hear your voice. Okay now today eeeeeee we are going to have eeeee narrative text entitle "a give of love a give of love" From the title can you imagine what we are going to be what ee going to be discussed a give of love. *kira-kira apasih yang mau di bicarakan ini?*

Student : *sesuatu yang special*

Teacher : something...*sesuatu yang special*, something special. *Pasti special ya? Sudah keliatan “a give of love”. Tapi kita tidak tahu. We don’t know apasih yang special nya disana? goal yang seperti apa? That is name of love. love antara anak dengan orangtua, love relationship between woman and man, relationship between we to our?*

Student : good

Teacher : god not good, good *itu?*

Students : baik

Teacher : good *itu* adjective *yaa*. Kalau god *kan dia ke* noun. Ok now, Today I want you to make a group of four. *yang satu group isinya empat orang*, and you have to discussed the text on page seven about a give of love. *Jadi you baca nanti kita lihat kita observed start from word nya, kemudian main idea from the text kemudian social function nya. Okey. Sebelum kesana saya mau, I want to tell you about the objective terlebih dahulu. Jadi namanya kita belajar itu kan ada objective nya. What is objective? Hmmmm enaman limaan empatan. What is objective?*

Student : blablabla

Teacher : goal, goal *kalau main sepak bola itu goal apa itu goal*

Student : *tercapai, tujuan*

Teacher : *tujuan*, good! *Lah iya kalau main sepak bola itu kan yang diarahkan bola nya supaya goal. Setiap kita dalam proses pembelajaran itu pasti we have goal kita harus punya tujuan. Now, the goal of today is*

learning are number one you have to know the moral value of the text, *kemudian setiap kita bicara tentang narrative ya*. It is of course we discussed about moral value, social function of the text. *Manfaatnya dari membaca text itu apa? Setiap kita membaca narrative itu pasti ada moral value yang bisa kita temui dan pesan moral yang disampaikan oleh the writer ya oleh the writer*. Moral value atau social function, *kemudian apalagi? Tenses nya itu apa masuk kedalam tenses...*

Student : past tenses

Teacher :*ya, simple past tenses, language features, bahasa yang digunakan adalah simple past tenses*. And than we have to know about the language features of the text, social function of the text *kemudian ada yang namanya kita mulai dari orientation and than complication*

Student : resolution

Teacher : and the last? What we call it?

Student : generic structure

Teacher :*generic structure, jadi setiap yang namanya narrative text itu pasti alur nya seperti itu ya alur nya pasti seperti itu. ada di awal itu di orientation itu pengenalan tokoh nya kemudian apasih yang terjadi disana, atau pada character nya main character what happen to the main character. Apa yang terjadi kepada si main character tokoh utama. Kemudian one two three what about the unfamiliar words you have to know unfamiliar words of the text. How you can understand the text if you don't know the meaning of some word of them. Kalau kita ada kata yang kita gak tau gak mungkin kita mau memahami. Hanya deducing the meaning of the context mencoba menebak makna*



*nya dari konteks yang ada. It those are the objective of today lesson, than, now please chose your friend the group the member of group in your group, terserah depend on you, mau eee pilih sendiri or based on your chair terserah mau nya seperti apa?*

Student : based on the chair

Teacher :based on the chair. Now, *pilih sendiri. Silahkan!* You want to chose being your self. Please! Go up, *silahkan!*

(student memilih teman untuk membentuk sebuah grup)

Teacher :*jangan lima ya. Udah? Ready? Sudah? Oke. Doesn't matter hanya tiga saja tidak papa, tiga sampai empat yang penting jangan lima ya. Udah?* Now, your task number one you don't write the task you have to remember what are you going to do this in this group ya. Number one find the difficult word of the text you have to observed, observing. *kamu mengamati apa saja sih kosa kata yang kamu memang belum faham dari text yang ada itu ya.* And than number two try to find the social function of the text *apasih pesan moral yang di sampaikan oleh si text itu main idea nya apa* try to find the supporting details. supporting details and than hmmmmmm

Student : main idea

Teacher :main idea, good. the main idea of the character, now only twenty minutes or ten minutes. *10 menit cukup ya?* Ok. No synopsis, not synopsis ya. *Nanti synopsis kita ada acara sendiri ya ada waktu nya.* Ten minutes the first ten minutes you have find the unfamiliar word, main idea and the supporting detail, what happen to the main character *apa yang terjadi kepada si main character*

Student : find the meaning

Teacher :ya, The meaning of the those word, so different group will have different unfamiliar words. *Beda kelompok kan tidak mungkin kita mau sama antara this group (menunjuk grup) dengan they group (menunjuk grup lain) tidak mungkin sama.* If you have any question *Boleh Tanya*

(student mengerjakan tugas yang di berikan )

Teacher : I will check your attendance list, who is absen today?

Student : no

Teacher : no

( teacher mendatangi beberapa kelompok)

Teacher :*dia mengambil sesuatu di tangan nya kemudian dia kebuka gak? Open the close ya dia buka baju nya kemudian di apain?. Surprise dia shock ada baby and the baby didn't have ear dia tidak punya telinga. Walaupun dia tidak punya telinga, there is no problem. Pendengaran nya dia tidak papa tapi dia tidak punya daun telinga.*

(guru menghampiri kelompok lain)

Student : *ms mau Tanya tentang ide pokok*

Teacher : *keseluruhan dari cerita nya*

Student : *itu pake bahasa kita ms*

Teacher : yes

(teacher menghampiri kelompok lain)

Teacher : you may take your friend. Discussed with your friend. If you find difficult this you can ask me

(guru meminta setiap kelompok menuliskan unfamiliar word ke papan tulis)

Teacher : have you got the unfamiliar word, you may write in the white board only *perwakilan* of your group

(perwakilan kelompok menuliskan hasil kerja mereka)

Teacher : we start about the next task about pharaphasing of the text.

Student : yes

Teacher : do paraphrasing in twenty minutes only you can read the text, analyzed the content. what is the content of the text and you make paraphrase the text producing on your work related to the text. *Jadi konten nya sama seperti isi disana tapi bahasanya you produce sendiri ya kalimat nya anda sendiri yang membuat*

Student : yes ms

Teacher : ok c'mon let's start it, twenty minutes only ya

Student : yes

(guru mendatangi beberapa grup)

Teacher : what about this group? This group only contain of four?

Student : ya

Teacher : after that you are only two person in your grup. As usually *kalau yang namanya narrative itu bahasa pengantar nya apa?*

Student : oneday

Teacher : language features nya. Good. Usually using

Student : long time ago

Teacher : long time ago eeee

Teacher and student: once upon a time

Teacher : and than

Student : oneday

Teacher :one day *tadi, apalagi?* There are so many. *Jadi sudah kelihatan yang kalau kalimat pertama itu dari first sentence we know there is the type of the text.*

Student :*apasih ms yang nomor tiga ini yang supporting itu*

Teacher : he'em supporting detail, supporting detail, *jadi dari supporting detail itu kita bisa membuat eeee memproduce kalimat yang kita mau produksi karena dia keterangan nya kan lebih detail. apa yang terjadi kepada si baby. What did the mother do for the baby ya for his son.*

(guru berpindah mendatangi kelompok lain)

Teacher : have you finished?

Student : *tinggal nyalin*

Teacher : *tinggal nyalin*, what is *tinggal nyalin*? Only copy Only as his father. Who is the volunteer. *siapa sih orang yang menyumbang itu. You know the answer pastilah you know the sentence. Twenty minutes yaa. cukup lama lah kalau untuk paraphrasing. How many paragraph?*

Student : *enam sampai tujuh*

Teacher : seven paragraph , more *ya* seven paragraph. In paraphrasing only paragraph *ya* only paragraph. It can be seven to ten sentences only. *Tujuh sampai sepuluh kalimat lah tidak usah terlalu banyak.* The most simple the message of story can be delivered to your friend *pesan dari cerita nya itu nyampe.*

Teacher : entertainer, *dia punya kelebihan di literature and music*

Student : *banyak bakat*

Teacher : *banyak bakat*, good. It is almost ten minutes, the next ten minutes will be to communicating of the text to your friend, so you have to delivered the message of the result of the group discussion to your friend. you can ask *mbah* google. *Oke mbah* I want to ask a question. Hmm I am handsome *gitu ya* renaldi?

Renaldi : *iya*

Teacher : *kok iya hahhahaha*

(Teacher mendatangi grup lain)

Teacher : how about this group?

Student : *belum* ms

Teacher : have you finish?

Students : finish ms

Teacher : oke, now we come to next task you have to what? You have to?

Student : present

Teacher : to present the result of your group discussion in front of the class.  
C'mon who will be the first . c'mon

(risa hands up)

Teacher : oke, risa come to the front. For the other pay attention to your friend.

Risa : ok guys, morning

Other student : morning

Risa :ok in here I will tell you about narrative text the title is a give of love.  
Oneday there is baby was born without ear but time prove the baby's  
here was perfect. He was lucky to have mother. After her son grow up  
father and mother trying to found donor for they son other ear. But it  
become prevent secret was a brilliant success and any person. His  
talent blossom into genius and courage became or serious proven was  
discovered was his mother during his time his mother has arrived.  
During this time his mother covered her ears is with pretty hair . ok  
that is a give of love. Thank you guys thanks for your attention.  
Thankyou

( other student member tepuk tangan kepada risa )

Teacher :oke, who will be the next. C'mon. come to the front

Maya : me

Teacher :Oke maya tell your friend what the result of your group discussion

Maya : assalamualaikum

Other student : walaikumsalam



Maya :Good morning my beloved friends, ok. I want to tell you about story the title of the story is a give of love. Oneday a new mother was born the baby without the ears, he grew up handsome for his misfortune. Finally the boy father and family began to search person who would make a sacrificed to young man two years the mother and the father found a donor for ears to they boy but is a secret . the boys father not said who gave ears to they boy , told the boy ask about that. They did courage the boy mother. The donor is mother of boy. Ok. Thankyou for your attention I hope you all interesting to my story. Wassalamualaikum warohmatullohiwabarakatuh

Students :walaikum salam warohmatullohiwabarakatuh

Teacher :but you are not still understand the last and the keep point of the text is on the last paragraph. The keep point nya disana but you don't know about that.

Student :soal nya itu nanti kan mau di masukkin ke moral value nya

Teacher :hmmmm I see but the result *itulah yang paling penting, ya.* The last sentence *nya itu bisa kita ambil kan* it was the secrifising of the mother to her children, *iyakan?* The real love, real love *itu cinta yang sebenarnya. Waktu kita sudah habis jadi ki ta lanjutkan pertemuan nya selanjut nya ya* by class see you next week.

Student : yes ms

## **Appendix.5 Transcription of Classroom Observation in the Resesarch**

**Observer** : The Researcher (Nur Sapna Harahap)

**Observed** : The English Teacher (Yuniati Al-Aida M. Pd)

**Day/Date** :

**Time Meeting** :First meeting

Teacher :good morning class!

Students : morning ms

Teacher :how are you today?

Students :I'm fine. Thankyou. And you?

Teacher :I'm okay. There something special today. But I'm happy to see you here with a healty condition and happy. Now, as after the last week that we are going to have narrative text this week. Today we have, to discuss about narrative text. What do you know about narrative? What do you know about narrative?

Student : *ada* Problem

Teacher : he'emm. There is a konflik in the story. *Ada konflik nya. Ada problem nya. Itu yang membedakan nya dengan teks....*

Students : Teks recount

Teacher : teks recount. *Kalau* recount *kan hanya* event event, there is something there is no problem in the story. For example like this , I have story of my day. Here, I have story here and I will distribute it to you and you may read the text one by one with silently.

(guru membagi kertas)

Teacher :give to your friends, please! You can read the text let's see task one, in pre task, this is story about my day. The first task that you have to do is read the text and answer the text after you read after you read the text, you have answer the question related to task to the text in task two. Can see you that?

Students : yes

Teacher : now, I give you five minutes to read the text. Please read the text. Try to find something that new, something that new do not understand in the text. Five minutes!

( guru memberi waktu 5 menit untuk siswa membaca teks yang telah di berikan)

Teacher :now, let us see. Where is the place of that family visite visited last, last Saturday? Where did they go?

Student : Bandar Lampung

Teacher : they went to Bandar Lampung. they went to Bandar Lampung. Now, Let us see here the verb, what kind of verb it? *Kata kerja ke berapa itu?*

Students : *ke empat, Kedua*, Verb two

Teacher :Verb two, *ya?* verb two *kata kerja kedua. Dia pakai kata kerja kedua.* Now, let us see try to find try to find verb two in the text. *Kita lihat mana saja kata kerja kedua dalam teks itu.*

Students : went

Teacher : went, *kemudian?*

Student : through

Teacher : through, continue next

Students : arrived

Teacher : arrived, continue

Student : located

Teacher : located, kemudian?

Student : hmmm. called

Teacher : Called, disebut

Student : decorated

Teacher : decorated

Student : enjoyed

Teacher : enjoyed, ya? Enjoyed

Student : visited

Teacher : visited, ya? visited. Continue

Student : went

Teacher : went, ya? *Pergi. Kemudian?*

Student : bought

Teacher : bought. What is bought?

Student : *membeli*

Teacher : *membeli*. The first verb? *Kata kerja pertama nya apa?*

Student : buy

Teacher : buy ya buy. Buy bought bought. Continue, Helped *Ya? Kita lihat ada disana*, helped. He'em

Student : repaired

Teacher : repaired, ya repaired

Student : prepared

Teacher : prepared ya prepared, *Itu semua* verb two ya. As after you last week that, if you want to make a sentence or if you want to tell about something that happen in the task we have to used verb two. *Ya kita harus menggunakan simple past tense menggunakan kata kerja kedua*. Today, we are going to have about narrative text. Now Let us see. *Disini* narrative text *itu kan kita punya ada namanya* generic structure ya? *Apa saja yang ada dalam sebuah narrative text?*

Student : orientation, complication dan resolution

Teacher : *yang termasuk dalam orientation apa saja?*

Student : *pengenalan*

Teacher : *pengenalan, apa yang di maksud dengan di dalam sana yang termasuk pengenalan?*

Student : *siapa, dimana, kapan*

Teacher : who, where, when ya? And what happen there? *Baru kemudian kita ke konflik. Ya konflik*, what happen in the story. *Ada masalah apa disana ada konflik nya apa. Setelah itu harus ada apa nya?*

Students : resolution

Teacher : *nah resolution. Resolution atau penyelesain. Penyelesaian masalah dia tadi punya masalah harus ada penyelesaian. Sudah. Baru ada kalau mau ada re-orientation jika tidak ada juga tidak masalah yang penting orientation nya ada complication nya ada resolution nya ada. Sudah. Now, your task your task let us see task two kita liat task kedua. Please answer the question please answer the question by using the concept of simple past tense tadi. Jadi dia bertanya for example like this where did the writer and her family go last Saturday. Ini kata Tanya ya. kalimat Tanya and we have to answer by using our simple past tense sentence. Bagaimana cara menjawab nya?*

Students : blablablabla

Teacher : *maka the writer, karena ini kan bukan cerita kita tapi cerita nya si writer. ya ceritanya si writer jadi, we have start by using the writer and her family went to Bandar lampung last Saturday. Nah sekarang. Now your task please answer the question by using concept of simple past tense. Jadi kita ngejawab nya itu langsung kita susun kalimat nya itu dengan kalimat lengkap. Sudah. Silahhkan. Let's do it, Ten minutes ya? Sepuluh menit saja. If you have a question please ask me. Kalau ada yang bingung Tanya saja ya gapapa.*

(siswa mengerjakan tugas yang diberikan oleh guru)

Setelah 10 menit

Teacher : finish?

Student : yes

Teacher : oke. If you have finish to do that task we can continue to task three.  
*kita lanjutkan ke tugas yang ke tiga. Apa pertanyaan nya di sana? you*  
Di suruh apa?

Students : blablabla

Teacher : please write you answer of the question into paragraph. *Jadi kira kira*  
*kamu di suruh apa di situ?*

Students : *membuat paragraph*

Teacher : write your sentence your answer in aaa paragraph. *Mengatur*  
*menyusun kalimat mu tadi kalimat jawaban mu tadi* in paragraph. So  
that we can make a new paragraph. *jadi kita bisa buat, ternyata eeee*  
*paragraph itu bisa di susun berdasarkan pertanyaan ya?* I will give  
you time five minutes to arranges that in a paragraph to write your  
sentence in paragraph. Please do it!

Students : yes ms

Teacher : It's there a question. *ada yang mau di tanyakan?*

Students : no

Teacher : no *ya*, it clear *ya?*

(guru memberi waktu kepada siswa 5 menit untuk mengerjakan tugas yang di berikan)

Teacher : we came to the during task. In during task we have to do this task.  
Let us see task one *bisa kita baca disana* your family and you went to  
Tulang Bawang Barat. Museum place Tulang Bawang barat Museum  
places where went went did you go to Tulang Bawang museum places



Students : Last Saturday

Teacher :last Saturday ya last Saturday. Later on please write down a paragraph of your activities ya. Your activities last Saturday as the first task *sama dengan tugas yang pertama tadi, ya?*

Students : yes ms

Teacher : is there any question. *Ada pertanyaan?*

Students : no

Teacher : let us see the picture. Start from the first picture *gambar yang pertama lihat*. Sesat agung house, and the second picture is mosque cahaya ninety nine and the verb is phone in the serambi of the mosque. And than picture number four yang d itu resque team. We continue to the next picture tugu rato temple and the last picture is four faces temple look like hokage in japan *Sama seperti di jepang itu gambar nya hokage*. Now we can start from the first picture try to answer this question. *nah* we come to task two. *kita ke* task dua we have to answer question and the question will guide you in arranged the paragraph. *sama seperti tugas yang pertama*. As the first task you have done that you are ask to build write a paragraph according the question that follow. *Ya berdasarkan pertanyaan itu kamu bisa menyusun paragraph nya*. Now let us do number one where did you go last Saturday, *pertanyaan nya gambar tadi apa?* where did you go last Saturday.

Students : Saturday to

Teacher and students: last Saturday I went to tulang bawang barat to resume visit

Teacher : *ya, it will become the first sentence of your paragraph. Now continue number two until the end until number six than task three will follow later on now do it answer the question answer the question based on the picture? Do you get it? Paham? Let's do it I give you time ten minutes ya, cukup?*

Students : yes ms

Teacher : I will give you I will display the picture to you ini gambar nya. Is that clear. *Jelas ya gambar nya?*

Students : yes

Teacher : You have see on your paper. *Kamu bisa lihai di kertas mu kalau gambar nya kurang jelas.*

(guru member waktu 10 menit untuk mengerjakan soal yang di berikan)

Teacher : finish?

Students : Finish

Teacher : oke. Now continue to task three. *Kita lanjutkan dengan tugas ketiga. You are ask to arrange your sentences in a paragraph. Your answer the question in paragraph as the first task tadi sama dengan tugas pertama ya, you are ask to arrange your sentences in a paragraph. I give you five minutes three minutes saja cukup hanya mengulang kembali.*

(guru memberi 5 menit untuk mengerjakan soal)

Teacher : finish?

Student : finish

Teacher : okay submit, *kumpul.*

(siswa mengumpulkan tugas ke depan)

Teacher : we come to post task *tugas akhir* task *akhir* I just want to ask you about what have me done today. *Apa yang sudah kita kerjakan hari ini?* If you tell about past action what do you use hmmm adverb of time *nya keterangan waktu nya*

Student : last

Teacher : last. *Ya pakai last* giving example *apa saja yang bisa kita pakai disana*

Student : last Saturday last week last month

Tacher :*ya. last Saturday last week last month last holiday, atau kemarin yesterday ya itu* adverb of timing *untuk menceritakan kejadian yang sudah lampau. Kemudian* what is transisi signal *yang menghubungkan antar kalimat apa yang kita pakai*

Student : generic structure

Teacher :*yang menghubungkan antar kalimat nya eee kita bercerita the first day itu apa yang kamu lakukan* transisi signal *ya kita bisa pakai next. Back. after that ya setelah itu kita apa nah di akhir cerita kita pakai finally ya itu untuk conclude untuk menyimpulkan kalimat kita dalam paragraph tersebut* than lagi. Eeee *kalimat nya yang kita pakai apa* what kind of tenses that to use? If you want to tell about the past action ?

Student : simple past tense

Teacher : simple past tense. Simple past tense *menggunakan...*

Student and teacher: verb two

- Teacher : *menggunakan kata kerja kedua*. We have to remember that *ya* if you want to tell about past experience atau past action you have to use simple past tense and use verb two. Don't forget about the adverb of time *keterangan waktu nya jangan lupa kemudian ada lagi*. Eee the organisation of the paragraph *kita mulai dari apa kalau paraphrase itu?*
- Students : orientation. Complication. Resolution
- Teacher : *orientaition, Complication, Resolution. Jadi, yang harus di terangkan adalah about conflict atau complication. Bahwa sebuah narrative itu harus ada harus ada konflik nya. Itu bedanya dengan recount text kalau recount text menceritakan event event nya saja atau kejadian kejadian nya saja action nya sementara di dalam narrative. Kita harus membuat ada sesuatu yang beda di tengah nya harus ada konflik dan harus ada problem dan bagaimana resolution of the problem ya can you get it? Do you understand about it?*
- Student : yes
- Teacher : *paham ya?*
- Oke, I think that's all for today see you next week. Good bye class*
- Student : bye thank you.



## Appendix.6 Result of Classroom Observation

Types of Code Switching	Utterance	Function of Code switching		
		Topic Switch	Affective Function	Repetition Function
Inter Setential Code Switching	1. From the title can you imagine what we are going to be what ee going to be discussed a give of love. <i>kira-kira apasih yang mau di bicarakan ini?</i>	√		
	2. We don't know. <i>apasih yang special nya disana?</i>	√		
	3. That is name of love. love <i>antara anak dengan orangtua,</i>	√		
	4. Today I want you to make a group of four. <i>yang satu group isinya empat orang.</i>	√		
	5. and you have to discussed the text on page seven about a give of love. <i>Jadi you baca nanti kita lihat kita</i> observed start from word <i>nya,</i>	√		
	6. <i>Hmmmm enaman lima an empatan.</i> What is objective?	√		
	7. It is of course we discussed about moral value, social function of the text. <i>Manfaatnya dari membaca text itu apa?</i>	√		
	8. Main character what happen to the main character. <i>Apa yang terjadi kepada si main character tokoh utama.</i>	√		
	9. How you can understand the text if you don't know the meaning of some word of them. <i>Kalau kita ada kata yang kita gak tau gak mungkin kita mau memahami.</i>	√		
	10. Number one find the difficult word of the text you have to observed, observing. <i>kamu mengamati apa saja sih kosa kata yang kamu memang belum faham dari text yang ada itu ya.</i>	√		
	11. the main idea of the character, now only twenty minutes or ten minutes. <i>10 menit cukup ya?</i>	√		
	12. so different group will have different unfamiliar words. <i>Beda kelompok kan tidak mungkin kita mau sama antara this group (menunjuk grup) dengan they group (menunjuk grup lain) tidak mungkin sama.</i>	√		

	<p>13. there is no problem. <i>Pendengaran nya dia tidak papa tapi dia tidak punya daun telinga.</i></p> <p>14. what is the content of the text and you make paraphrase the text producing on your work related to the text. <i>Jadi konten nya sama seperti isi disana tapi bahasanya you produce sendiri ya kalimat nya anda sendiri yang membuat</i></p> <p>15. There are so many. <i>Jadi sudah kelihatan yang kalau kalimat pertama itu dari first sentence we know there is te type of the text.</i></p> <p>16. <i>apa yang terjadi kepada si baby.</i> What did the mother do for the baby ya for his son.</p> <p>17. Who is the volunteer. <i>siapa sih orang yang menyumbang itu.</i></p> <p>18. <i>Tujuh sampai sepuluh kalimat lah tidak usah terlalu banyak.</i> The most simple the message of story can be delivered to your friend.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>√</p>
Intra Setential code Switching	<p>1. something...<i>sesuatu yang special, something special.</i></p> <p>2. We don't know <i>apasih yang special nya disana?</i></p> <p>3. love <i>antara anak dengan orangtua, love relationship between woman and man,</i></p>	<p>√</p> <p>√</p> <p>√</p>		



	relationship between we to our?			
	4. good <i>itu</i> adjective yaa Kalau god <i>kan dia ke</i> noun.			√
	5. <i>yang satu group isinya empat orang</i> , and you have to discussed the text on page seven about a give of love.	√		
	6. <i>Jadi you baca nanti kita lihat kita</i> observed start from word <i>nya</i> , <i>kemudian</i> main idea from the text <i>kemudian</i> social function <i>nya</i> .	√		
	7. <i>Sebelum kesana saya mau</i> I want to tell you about the objective <i>terlebih dahulu</i> .	√		
	8. <i>Jadi namanya kita belajar itu kan ada</i> objective <i>nya</i> .	√		
	9. Goal, goal <i>kalau main sepak bola itu</i> goal apa <i>itu</i> goal			√
	10. <i>tujuan</i> , good! <i>Lah iya kalau main sepak bola itu kan yang diarahkan bola nya</i> supaya goal.	√		
	11. <i>Setiap kita dalam proses pembelajaran itu pasti</i> we have goal <i>kita harus punya tujuan</i> .	√		
	12. Now, the goal of today is learning are number one you have to know the moral value of the text, <i>kemudian setiap kita bicara tentang narrative ya</i>	√		√
	13. <i>Setiap kita membaca narrative itu pasti ada</i> moral value <i>yang bisa kita temui dan pesan moral yang di sampaikan oleh the writer ya oleh the writer</i> .			
	14. Moral value <i>atau</i> social function, <i>kemudian apalagi?</i>	√		
	15. <i>Bahasa yang digunakan adalah</i> simple past tenses.	√		
	16. Social function of the text <i>kemudian ada yang namanya kita mulai dari</i> orientation and than complication	√		
	17. <i>ada di awal itu di</i> orientation <i>itu pengenalan tokoh nya kemudian apasih yang terjadi disana, atau pada</i> character <i>nya main character what happen to the</i>	√		

	main character.			
	18. Apa yang terjadi kepada si main character tokoh utama.	√		
	19. Hanya deducing the meaning of the context mencoba menebak makna nya dari konteks yang ada.	√		
	20. terserah depend on you, mau eee pilih sendiri or based on your chair terserah mau nya seperti apa?	√		
	21. Doesn't matter hanya tiga saja tidak papa, tiga sampai empat yang penting jangan lima ya.	√		
	22. And than number two try to find the social function of the text apasih pesan moral yang di sampaikan oleh si text itu main idea nya apa try to find the supporting details	√		
	23. what happen to the main character apa yang terjadi kepada si main character.	√		
	24. Beda kelompok kan tidak mungkin kita mau sama antara this group (menunjuk grup) dengan they group (menunjuk grup lain) tidak mungkin sama.	√		
	25. If you have any question Boleh Tanya		√	
	26. Open the close ya dia buka baju nya kemudian di apain?	√		
	27. Surprise dia shock ada baby and the baby didn't have ear dia tidak punya telinga.	√		
	28. Walaupun dia tidak punya telinga, there is no problem.	√		
	29. you may write in the white board only perwakilan of your group		√	
	30. As usually kalau yang namanya narrative itu bahasa pengantar nya apa?			√
	31. one day tadi, apalagi? There are so many.			√
	32. Jadi sudah kelihatan yang kalau kalimat pertama itu dari first sentence we know there is te type of the text.			√
	33. supporting detail, jadi dari supporting detail itu kita bisa membuat eeee	√		

	<p>memproduce <i>kalimat yang kita mau produksi karena dia keterangan nya kan lebih detail</i></p> <p>34. <i>tinggal nyalin</i>, what is <i>tinggal nyalin</i>? ✓</p> <p>35. You know the answer <i>pastilah</i> you know the sentence. ✓</p> <p>36. Twenty minutes <i>yaa cukup lama lah kalau untuk paraphrasing</i>. ✓</p> <p>37. The most simple the message of story can be delivered to your friend <i>pesan dari cerita nya itu nyampe</i>. ✓</p> <p>38. entertainer, <i>dia punya kelebihan di literature and music</i> ✓</p> <p>39. hmmmm I see but the result <i>itulah yang paling penting, ya</i>. ✓</p> <p>40. The last sentence <i>nya itu bisa kita ambil kan</i> it was the secrifising of the mother to her children, <i>iyakan?</i> ✓</p> <p>41. The real love, real love <i>itu cinta yang sebenarnya</i>. ✓</p> <p>42. <i>Waktu kita sudah habis jadi ki ta lanjutkan pertemuan nya selanjut nya ya</i> by class see you next week. ✓</p>			
Tag Switching	<p>1. <i>Pasti special ya?</i> ✓</p> <p>2. good <i>itu</i> adjective <i>yaa</i></p> <p>3. Okey. <i>Sebelum kesana saya mau</i> I want to tell you about the objective <i>terlebih dahulu</i>. ✓</p> <p>4. god not good, good <i>itu?</i> ✓</p> <p>5. <i>ya</i>, simple past tenses, language features, <i>bahasa yang digunakan adalah</i> simple past tenses. ✓</p> <p>6. Now, <i>pilih sendiri. Silahkan!</i> ✓</p> <p>7. Please! Go up, <i>silahkan!</i> ✓</p> <p>8. <i>ya</i>, The meaning of the those word, so different group will have different unfamiliar words. ✓</p> <p>9. Twenty minutes <i>ya?</i> ✓</p> <p>10. <i>banyak bakat</i>, good. ✓</p> <p>11. oke, now we come to next task you have to ✓</p>			✓

	<p>what? You have to?</p> <p>12. <i>oke</i>, risa come to the front</p> <p>13. <i>oke</i>, who will be the next. C'mon. come to the front.</p> <p>14. <i>Oke</i>, maya tell your friend what the result of your group discussion</p> <p>15. it was the secrifising of the mother to her children, <i>iyakan</i>?</p>	√	√	√	
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Types of Code switching	Utterance	Function of Code switching		
		Topic Switch	Affective Function	Repetitive Function
Inter Setential switching	1. There is a konflik in the story. <i>Ada konflik nya.</i>	√		
	2. <i>Kalau recount kan hanya event event.</i> There is something there is no problem in the story.			√
	3. <i>Dia pakai kata kerja kedua.</i> Now let us see try to find try to find verb two in the text.	√		
	4. Now, let us see try to find try to find verb two in the text. <i>Kita lihat mana saja kata kerja kedua dalam teks itu.</i>	√		
	5. if you want to make a sentence or if you want to tell about something that happen in the task we have to used verb two. <i>Ya kita harus menggunakan simple past tense menggunakan kata kerja kedua.</i>	√		
	6. what happen in the story. <i>Ada masalah apa disana ada konflik nya apa.</i>	√		
	7. <i>kalimat Tanya</i> and we have to answer by using our simple past tense sentence. <i>Bagaimana cara menjawab nya?</i>	√		
	8. Now your task please answer the question by using concept of simple past tense. <i>Jadi kita ngejawab nya itu langsung kita susun kalimat nya itu dengan kalimat lengkap.</i>	√		

	<p>9. If you have a question please ask me. <i>Kalau ada yang bingung Tanya saja ya gapapa.</i></p> <p>10. If you have finish to do that task we can continue to task three. <i>kita lanjutkan ke tugas yang ke tiga.</i></p> <p>11. please write you answer of the question into paragraph. <i>Jadi kira kira kamu di suruh apa di situ?</i></p> <p>12. write your sentence your answer in aaa paragraph. <i>Mengatur menyusun kalimat mu tadi kalimat jawaban mu tadi in paragraph.</i></p> <p>13. So that we can make a new paragraph. <i>jadi kita bisa buat, ternyata eeee paragraph itu bisa di susun berdasarkan pertanyaan ya?</i></p> <p>14. It's there a question. <i>ada yang mau di tanyakan?</i></p> <p>15. is there any question. <i>Ada pertanyaan?</i></p> <p>16. As the first task you have done that you are ask to build write a paragraph according the question that follow. <i>Ya berdasarkan pertanyaan itu kamu bisa menyusun paragraph nya.</i></p> <p>17. Is that clear. <i>Jelas ya</i></p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		
			√	

	<p><i>gambar nya?</i></p> <p>18. You have see on your paper.  <i>Kamu bisa lihai di kertas mu kalau gambar nya kurang jelas.</i></p> <p>19. Now continue to task three.  <i>Kita lanjutkan dengan tugas ketiga.</i></p> <p>20. I just want to ask you about what have me done today.  <i>Apa yang sudah kita kerjakan hari ini?</i></p> <p>21. eeee kalimat nya yang kita pakai apa what kind of tenses that to use?</p> <p>22. <i>menggunakan kata kerja kedua.</i> We have to remember that ya if you want to tell about past experience atau past action you have to use simple past tense and use verb two.</p> <p>23. <i>nah</i> we come to task two <i>kita ke</i> task dua we have to answer question and the question will guide you in arranged the paragraph.  <i>sama seperti tugas yang pertama.</i></p> <p>24. Is that clear. <i>Jelas ya gambar nya?</i></p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>√</p>
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Intra Setential Code Switching	<ol style="list-style-type: none"> <li>1. Kalau recount kan hanya event event, there is something there is no problem in the story.</li> <li>2. Now, Let us see here the verb, what kind of verb it? Kata kerja ke berapa itu?</li> <li>3. ke empat, Kedua, Verb two</li> <li>4. Verb two, ya? verb two kata kerja kedua.</li> <li>5. The first verb? Kata kerja pertama nya apa?</li> <li>6. Helped Ya? Kita lihat ada disana, helped.</li> <li>7. prepared ya prepared, Itu semua verb two ya?</li> <li>8. Ya kita harus menggunakan simple past tense menggunakan kata kerja kedua.</li> <li>9. Disini narrative text itu kan kita punya ada namanya generic structure ya? Apa saja yang ada dalam sebuah narrative text?</li> <li>10. And what happen there? Baru kemudian kita ke konflik.</li> <li>11. Ya konflik, what happen in the story.</li> <li>12. Now, your task your task let us see task two kita liat task kedua.</li> <li>13. Jadi dia bertanya for example like this where did</li> </ol>	√	√	√



	the writer and her family go last Saturday.			
	14. <i>Ini kata Tanya ya. kalimat Tanya</i> and we have to answer by using our simple past tense sentence.	√		
	15. <i>Ya ceritanya si writer jadi,</i> we have start by using the writer and her family went to Bandar lampung last Saturday.	√		
	16. Let's do it, Ten minutes <i>ya? Sepuluh menit saja.</i>	√		
	17. Let us see task one <i>bisa kita baca disana</i> your family and you went to Tulang Bawang Barat.	√		
	18. Your activities last Saturday as the first task <i>sama dengan tugas yang pertama tadi, ya?</i>			√
	19. Start from the first picture <i>gambar yang pertama lihat.</i>	√		
	20. We continue to the next picture <i>tugu rato temple</i> and the last picture is four faces temple look like hokage in japan <i>Sama seperti di jepang itu gambar nya hokage.</i>	√		
	21. Now let us do number one where did you go last Saturday, <i>pertanyaan nya gambar tadi apa?</i>	√		
	22. Your answer the question in paragraph as the first task <i>tadi sama dengan tugas pertama ya.</i>	√		
	23. I give you five minutes three minutes <i>saja cukup hanya mengulang kembali.</i>	√		
	24. <i>Apa yang sudah kita</i>	√		





	that task we can continue to task three.			
	10. no <i>ya</i> , it clear <i>ya</i> ?	√		
	11. <i>nah</i> we come to task two.	√		
	12. <i>ya</i> , it will become the first sentence of your paragraph.	√		
	13. Let's do it I give you time ten minutes <i>ya</i> , <i>cukup</i> ?			
	14. <i>ya</i> . last Saturday last week last month last holiday.	√		
	15. <i>Oke</i> , I think that's all for today see you next week.	√		

## Appendix.6 Result of Classroom Observation

Types of Code Switching	Utterance	Function of Code switching		
		Topic Switch	Affective Function	Repetition Function
Inter Setential Code Switching	1. From the title can you imagine what we are going to be what ee going to be discussed a give of love. <i>kira-kira apasih yang mau di bicarakan ini?</i>			√
	2. We don't know. <i>apasih yang special nya disana?</i>			√
	3. That is name of love. love <i>antara anak dengan orangtua,</i>			√
	4. Today I want you to make a group of four. <i>yang satu group isinya empat orang.</i>		√	
	5. and you have to discussed the text on page seven about a give of love. <i>Jadi you baca nanti kita lihat kita</i> observed start from word <i>nya,</i>			√
	6. <i>Hmmmm enaman lima an empatan.</i> What is objective?	√		
	7. It is of course we discussed about moral value, social function of the text. <i>Manfaatnya dari membaca text itu apa?</i>			√
	8. Main character what happen to the main character. <i>Apa yang terjadi kepada si main character tokoh utama.</i>			√
	9. How you can understand the text if you don't know the meaning of some word of them. <i>Kalau kita ada kata yang kita gak tau gak mungkin kita mau memahami.</i>			√
	10. Number one find the difficult word of the text you have to observed, observing. <i>kamu mengamati apa saja sih kosa kata yang kamu memang belum faham dari text yang ada itu ya.</i>			√
	11. the main idea of the character, now only twenty minutes or ten minutes. <i>10 menit cukup ya?</i>		√	
	12. so different group will have different unfamiliar words. <i>Beda kelompok kan tidak mungkin kita mau sama antara this group (menunjuk grup) dengan they group (menunjuk grup lain) tidak mungkin sama.</i>		√	

	<p>13. there is no problem. <i>Pendengaran nya dia tidak papa tapi dia tidak punya daun telinga.</i></p> <p>14. what is the content of the text and you make paraphrase the text producing on your work related to the text. <i>Jadi konten nya sama seperti isi disana tapi bahasanya you produce sendiri ya kalimat nya anda sendiri yang membuat</i></p> <p>15. There are so many. <i>Jadi sudah kelihatan yang kalau kalimat pertama itu dari first sentence we know there is te type of the text.</i></p> <p>16. <i>apa yang terjadi kepada si baby.</i> What did the mother do for the baby ya for his son.</p> <p>17. Teacher: have you finished? Student: <i>tinggal nyalin.</i></p> <p>18. Who is the volunteer. <i>siapa sih orang yang menyumbang itu.</i></p> <p>19. <i>Tujuh sampai sepuluh kalimat lah tidak usah terlalu banyak.</i> The most simple the message of story can be delivered to your friend.</p> <p>20. Teacher: how about this group? Student: <i>belum ms.</i></p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
Intra Setential code Switching	<p>1. something...<i>sesuatu yang special, something special.</i></p> <p>2. We don't know <i>apasih yang special nya disana?</i></p> <p>3. love <i>antara anak dengan orangtua, love</i></p>		<p>√</p> <p>√</p> <p>√</p>	

	relationship between woman and man, relationship between we to our?			
	4. good <i>itu</i> adjective <i>yaa</i> Kalau god <i>kan dia ke</i> noun.	√		
	5. <i>yang satu group isinya empat orang</i> , and you have to discussed the text on page seven about a give of love.		√	
	6. <i>Jadi you baca nanti kita lihat kita</i> observed start from word <i>nya</i> , <i>kemudian</i> main idea from the text <i>kemudian</i> social function <i>nya</i> .			√
	7. <i>Sebelum kesana saya mau</i> I want to tell you about the objective <i>terlebih dahulu</i> .	√		
	8. <i>Jadi namanya kita belajar itu kan ada</i> objective <i>nya</i> .	√		
	9. Goal, goal <i>kalau main sepak bola itu</i> goal apa <i>itu</i> goal		√	
	10. <i>tujuan</i> , good! <i>Lah iya kalau main sepak bola itu kan yang diarahkan bola nya supaya</i> goal.			√
	11. <i>Setiap kita dalam proses pembelajaran itu pasti</i> we have goal <i>kita harus punya tujuan</i> .			√
	12. Now, the goal of today is learning are number one you have to know the moral value of the text, <i>kemudian setiap kita bicara tentang narrative ya</i>	√		√
	13. <i>Setiap kita membaca narrative itu pasti ada</i> moral value <i>yang bisa kita temui dan pesan moral yang di sampaikan oleh the writer ya oleh the writer</i> .			
	14. Moral value <i>atau</i> social function, <i>kemudian apalagi?</i>	√		√
	15. <i>Bahasa yang digunakan adalah</i> simple past tenses.			
	16. Social function of the text <i>kemudian ada yang namanya kita mulai dari</i> orientation and than complication			√
	17. <i>ada di awal itu di</i> orientation <i>itu pengenalan tokoh nya kemudian apasih yang terjadi disana, atau pada</i> character			√

	nya main character what happen to the main character.			
18.	<i>Apa yang terjadi kepada si main character tokoh utama.</i>	√		
19.	<i>Hanya deducing the meaning of the context mencoba menebak makna nya dari konteks yang ada.</i>			√
20.	<i>terserah depend on you, mau eee pilih sendiri or based on your chair terserah mau nya seperti apa?</i>	√		
21.	<i>Doesn't matter hanya tiga saja tidak papa, tiga sampai empat yang penting jangan lima ya.</i>	√		
22.	<i>And than number two try to find the social function of the text apasih pesan moral yang di sampaikan oleh si text itu main idea nya apa try to find the supporting details</i>			√
23.	<i>what happen to the main character apa yang terjadi kepada si main character.</i>	√		
24.	<i>Beda kelompok kan tidak mungkin kita mau sama antara this group (menunjuk grup) dengan they group (menunjuk grup lain) tidak mungkin sama.</i>	√		
25.	<i>If you have any question Boleh Tanya</i>	√		
26.	<i>Open the close ya dia buka baju nya kemudian di apain?</i>	√		
27.	<i>Surprise dia shock ada baby and the baby didn't have ear dia tidak punya telinga.</i>	√		
28.	<i>Walaupun dia tidak punya telinga, there is no problem.</i>	√		
29.	<i>you may write in the white board only perwakilan of your group</i>	√		
30.	<i>As usually kalau yang namanya narrative itu bahasa pengantar nya apa?</i>			√
31.	<i>one day tadi, apalagi? Thera are so many.</i>	√		
32.	<i>Jadi sudah kelihatan yang kalau kalimat pertama itu dari first sentence we know there is te type of the text.</i>			√
33.	<i>supporting detail, jadi dari supporting</i>			√



	<p>detail <i>itu</i> kita bisa membuat eeee memproduce kalimat yang kita mau produksi karena dia keterangan nya kan lebih detail</p> <p>34. <i>tinggal nyalin</i>, what is <i>tinggal nyalin</i>?</p> <p>35. You know the answer <i>pastilah</i> you know the sentence.</p> <p>36. Twenty minutes <i>yaa cukup lama lah kalau</i> <i>untuk</i> paraphrasing.</p> <p>37. The most simple the message of story can be delivered to your friend <i>pesan dari</i> <i>cerita nya itu nyampe</i>.</p> <p>38. entertainer, <i>dia punya kelebihan di</i> <i>literature and music</i></p> <p>39. hmmmm I see but the result <i>itulah yang</i> <i>paling penting, ya</i>.</p> <p>40. The last sentence <i>nya itu bisa kita ambil</i> <i>kan</i> it was the secrifising of the mother to her children, <i>iyakan?</i></p> <p>41. The real love, real love <i>itu cinta yang</i> <i>sebenarnya</i>.</p> <p>42. Waktu kita sudah habis jadi ki ta lanjutkan <i>pertemuan nya selanjut nya ya</i> by class see you next week.</p>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
Tag Switching	<p>1. <i>Pasti</i> special <i>ya?</i></p> <p>2. good <i>itu</i> adjective <i>yaa</i></p> <p>3. Okey. <i>Sebelum kesana saya mau</i> I want to tell you about the objective <i>terlebih</i> <i>dahulu</i>.</p> <p>4. god not good, good <i>itu?</i></p> <p>5. <i>ya</i>, simple past tenses, language features, <i>bahasa yang digunakan adalah</i> simple past tenses.</p> <p>6. Now, <i>pilih sendiri. Silahkan!</i></p> <p>7. Please! Go up, <i>silahkan!</i></p> <p>8. <i>ya</i>, The meaning of the those word, so different group will have different unfamiliar words.</p> <p>9. Twenty minutes <i>ya?</i></p> <p>10. <i>banyak bakat</i>, good.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

	11. oke, now we come to next task you have to what? You have to?		√	
	12. <i>oke</i> , risa come to the front		√	
	13. <i>oke</i> , who will be the next. C'mon. come to the front.		√	
	14. <i>Oke</i> , maya tell your friend what the result of your group discussion		√	
	15. it was the secrifising of the mother to her children, <i>iyakan</i> ?		√	

## Session 2

Types of Code switching	Utterance	Function of Code switching		
		Topic Switch	Affective Function	Repetitive Function
Inter Sentential switching	1. There is a konflik in the story. <i>Ada konflik nya.</i>		√	
	2. <i>Kalau recount kan hanya event event.</i> There is something there is no problem in the story.			√
	3. <i>Dia pakai kata kerja kedua.</i> Now let us see try to find try to find verb two in the text.	√		
	4. Now, let us see try to find try to find verb two in the text. <i>Kita lihat mana saja kata kerja kedua dalam teks itu.</i>	√		
	5. if you want to make a sentence or if you want to tell about something that happen in the task we have to used verb two. <i>Ya kita harus menggunakan simple past tense menggunakan kata kerja kedua.</i>	√		
	6. what happen in the story. <i>Ada masalah apa disana ada konflik nya apa.</i>		√	
	7. <i>kalimat Tanya</i> and we have to answer by using our simple past tense sentence. <i>Bagaimana cara menjawab nya?</i>	√		
	8. Now your task please answer the question by using concept of simple past tense. <i>Jadi kita ngejawab nya itu langsung kita susun</i>	√		

	kalimat nya itu dengan kalimat lengkap.			
	9. If you have a question please ask me. Kalau ada yang bingung Tanya saja ya gapapa.	√		
	10. If you have finish to do that task we can continue to task three. kita lanjutkan ke tugas yang ke tiga.	√		
	11. please write you answer of the question into paragraph. Jadi kira kira kamu di suruh apa di situ?	√		
	12. write your sentence your answer in aaa paragraph. Mengatur menyusun kalimat mu tadi kalimat jawaban mu tadi in paragraph.			√
	13. So that we can make a new paragraph. jadi kita bisa buat, ternyata eeee paragraph itu bisa di susun berdasarkan pertanyaan ya?			√
	14. It's there a question. ada yang mau di tanyakan?	√		
	15. is there any question. Ada pertanyaan?	√		
	16. As the first task you have done that you are ask to build write a paragraph according the question that follow. Ya berdasarkan pertanyaan itu kamu bisa menyusun paragraph nya.			√

	<p>17. Is that clear. <i>Jelas ya gambar nya?</i></p> <p>18. You have see on your paper. <i>Kamu bisa lihai di kertas mu kalau gambar nya kurang jelas.</i></p> <p>19. Now continue to task three. <i>Kita lanjutkan dengan tugas ketiga.</i></p> <p>20. I just want to ask you about what have me done today. <i>Apa yang sudah kita kerjakan hari ini?</i></p> <p>21. eeee kalimat nya yang kita pakai apa what kind of tenses that to use?</p> <p>22. <i>menggunakan kata kerja kedua.</i> We have to remember that ya if you want to tell about past experience atau past action you have to use simple past tense and use verb two.</p> <p>23. <i>nah</i> we come to task two <i>kita ke</i> task dua we have to answer question and the question will guide you in arranged the paragraph. <i>sama seperti tugas yang pertama.</i></p> <p>24. Is that clear. <i>Jelas ya gambar nya?</i></p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
Intra Setential Code Switching	<p>1. <i>Kalau</i> recount <i>kan</i> hanya event event, there is something there is no problem in the story.</p> <p>2. Now, Let us see here the</p>	<p>✓</p>		<p>✓</p>

	verb, what kind of verb it? <i>Kata kerja ke berapa itu?</i>			
	3. <i>ke empat, Kedua, Verb two</i>	√		
	4. Verb two, ya? verb two <i>kata kerja kedua.</i>	√		
	5. The first verb? <i>Kata kerja pertama nya apa?</i>	√		
	6. Helped Ya? <i>Kita lihat ada disana, helped.</i>		√	
	7. prepared ya prepared, <i>Itu semua verb two ya?</i>	√		
	8. <i>Ya kita harus menggunakan simple past tense menggunakan kata kerja kedua.</i>	√		
	9. <i>Disini narrative text itu kan kita punya ada namanya generic structure ya? Apa saja yang ada dalam sebuah narrative text?</i>		√	
	10. And what happen there? <i>Baru kemudian kita ke konflik.</i>		√	
	11. <i>Ya konflik, what happen in the story.</i>		√	
	12. Now, your task your task let us see task two <i>kita liat task kedua.</i>		√	
	13. <i>Jadi dia bertanya for example like this where did the writer and her family go last Saturday.</i>		√	
	14. <i>Ini kata Tanya ya. kalimat Tanya and we have to answer by using our simple past tense sentence.</i>	√		
	15. <i>Ya ceritanya si writer jadi, we have start by using the writer and her family went</i>			√

	to Bandar lampung last Saturday.			
	16. Let's do it, Ten minutes <i>ya?</i> <i>Sepuluh menit saja.</i>		√	
	17. Let us see task one <i>bisa kita baca disana</i> your family and you went to Tulang Bawang Barat.		√	
	18. Your activities last Saturday as the first task <i>sama dengan tugas yang pertama tadi, ya?</i>		√	
	19. Start from the first picture <i>gambar yang pertama lihat.</i>		√	
	20. We continue to the next picture <i>tugu rato temple</i> and the last picture is four faces temple look like hokage in japan <i>Sama seperti di jepang itu gambar nya hokage.</i>		√	
	21. Now let us do number one where did you go last Saturday, <i>pertanyaan nya gambar tadi apa?</i>		√	
	22. Your answer the question in paragraph as the first task <i>tadi sama dengan tugas pertama ya.</i>		√	
	23. I give you five minutes three minutes <i>saja cukup hanya mengulang kembali.</i>		√	
	24. Apa yang sudah kita kerjakan hari ini? If you tell about past action what do you use hmmmm adverb of time <i>nya keterangan waktu nya</i>	√		
	25. Ya pakai last giving			

	example <i>apa saja yang bisa kita pakai disana.</i>			√
	26. last Saturday last week last month last holiday <i>atau kemarin yesterday ya itu</i> adverb of timing <i>untuk menceritakan kejadian yang sudah lampau.</i>	√		
	27. Eeee <i>kalimat nya yang kita pakai apa</i> what kind of tenses that to use? If you want to tell about the past action ?	√		
	28. Simple past tense. Simple past tense <i>menggunakan...</i>	√		
	29. Don't forget about the adverb of time <i>keterangan waktu nya jangan lupa kemudian ada lagi.</i>	√		
	30. Eee the orientation of the paragraph <i>kita mulai dari apa kalau paraphrase itu?</i>			√
	31. <i>Jadi, yang harus di terangkan adalah</i> about conflict <i>atau complication.</i>			√
	32. <i>Kita harus membuat ada sesuatu yang beda di tengah nya harus ada konflik dan harus ada problem dan bagaimana</i> resolution of the problem <i>ya can you get it? Do you understand about it?</i>			√



Tag Switching	1. Verb two, <i>ya</i> ? 2. went, <i>kemudian</i> ? 3. located, <i>kemudian</i> ? 4. enjoyed, <i>ya</i> ? Enjoyed 5. visited, <i>ya</i> ? visited. Continue 6. Continue, Helped <i>Ya</i> ? 7. <i>nah</i> resolution. Resolution <i>atau penyelesaian</i> . 8. Let's do it, Ten minutes <i>ya</i> ? 9. <i>oke</i> . If you have finish to do that task we can continue to task three. 10. no <i>ya</i> , it clear <i>ya</i> ? 11. <i>nah</i> we come to task two. 12. <i>ya</i> , it will become the first sentence of your paragraph. 13. Let's do it I give you time ten minutes <i>ya</i> , <i>cukup</i> ? 14. <i>ya</i> . last Saturday last week last month last holiday. 15. <i>Oke</i> , I think that's all for today see you next week.	√	√ √ √ √ √ √ √ √ √ √ √	√ √ √

Appendix 7photos







